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ABSTRACT

This revised Stark County (Ohio) curriculum guide provides a basic framework for a sequential grades K-12 social studies program. The guide contains the program's philosophy and goals, information about student evaluation, and position statements on social studies, citizenship education, and conceptual learning. The section on elementary education provides scope and sequence information for: (1) history, cultures, and civics; (2) geography; and (3) citizenship, along with specific subject and skill development outlines for each grade from K through 6. The scope and sequence of the k-8 "Ohio Model Economic Curriculum" is also included. A secondary education section offers an integrated social studies course content outline for teaching about Ohio and provides program and student objectives and content outlines for courses in geography, U.S. history, Western civilization, Eastern civilization, social psychology, sociology, and economics. Appendices include the Ohio state social studies requirements and a social studies skills matrix. Specific changes from the earlier edition are listed in the introduction. (JHP)

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SOCIAL STUDIES

GRADED COURSE OF STUDY

1988

THE STARK COUNTY LOCAL SCHOOL SYSTEM

SO 019 392

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FOREWARD

The primary purpose of a course of study is to indicate the major educational goals and objectives for a specific curricular area. In doing so, the course of study becomes a basic reference document for the ongoing process of curriculum development and implementation. This process includes the selection of instructional resources, including textbooks, the identification of appropriate teaching techniques, the provision of staff development support, the development of classroom instructional plans, and the evaluation of program effectiveness. Consequently, teachers and administrators are encouraged to complement this course of study with supplemental curriculum guides designed to meet the special and specific needs of the local districts.

The Stark County Social Studies Graded Course of Study has been prepared pursuant to Section 3313.60 of the Ohio Revised Code which requires the County Board of Education to prescribe such for all schools under its jurisdiction subject to the approval of the State Board of Education. Its format is based upon the guidelines issued by the Ohio Department of Education; and, its content consistent with the curricular requirements of the minimum standards of the State Board of Education.

This course of study, the product of careful and thorough curricular review, is indicative of the commitment and dedication which the teachers and administrators of the Stark County School System continue to exhibit through their collaborative efforts. Those responsible for the development of this document are to be commended for the excellence in program planning which it so eloquently exemplifies.

M. Herman Sims, Superintendent
Stark County Local School System
July, 1988

ACKNOWLEDGEMENTS

This Social Studies Graded Course of Study is the result of the professional efforts of the committee representatives from twelve Stark County school districts who, through dialogue with teachers and educators from their districts, provided the needs assessment, philosophy and scope and sequence of concepts and skills represented in this document. The committee members met in several county-wide sessions as well as in local curriculum meetings from September, 1987 to February, 1988. A special word of recognition to the Planning Committee comprised of Dora Mae Sutton, Joan Burrier, Don Montgomery, Lou Gareri, Jim Beahl, Pam Paustenbach and Larry Horton for their assistance in planning and organizing the curriculum development process.

A special acknowledgement is offered to Kent Minor, Supervisor of Social Studies for the State Department of Education, for his advice in the development of this guide.

Further recognition is given to administrators from the local districts, both the superintendents who provided for released-time sessions for teachers and the curriculum directors who provided leadership and support through the local curriculum committees. In addition, supervisors of the Stark County Division of General Education helped review many of the sections of this document and the County's Instructional Data services were involved in the scoring of the needs assessment instruments. Finally, the committee recognized the expert typing and patience of Gail Cobb through several revisions of the final draft.

Jim Martin
Social Studies Consultant

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(Footnote: Secondary courses include course outline, program and subject objectives)

INTRODUCTION

The graded course of study provides the curriculum framework for a sequential K-12 social studies program. The scope and sequence includes curriculum development in the affective, cognitive, and skill domains of social studies based upon research, design and development by the Stark County Social Studies Curriculum Committee.

The Stark County Social Studies Committee utilized the results of needs assessment surveys conducted with students, teachers and community during the 1986/87 school year to revise and update the Stark County Graded Course of Study during the 1987/88 school year.

The primary function of a graded course of study is to communicate to school personnel, parents, and community what is to be taught in a given subject or area of study for a particular grade or statement of what shall be taught in a particular subject area, it also serves several other related functions. They are as follows: to provide a curriculum document based on reliable theory and practice in each subject, to provide a document that is adaptable to a wide range of teaching and learning styles, and to provide a curriculum that has been designed and developed by school personnel who will be expected to implement it. In essence then, the graded course of study serves as a guide to what we teach in our school districts.

The major changes in this revision involve the following changes in the elementary (K-6) curriculum:

- Subject objectives are organized by grade level to correspond with most elementary textbook series
- Subject objectives have been adopted from the Ohio State Bar Association's elementary Law Related Program and included as a major part of the citizenship strand
- A summary grid is included which illustrates the development of major social studies concepts
- A social studies skills grid is included in Appendix B
- The Ohio Council for Economic Education's new Elementary Economic Curriculum is included as a separate strand

The major changes in the secondary curriculum (7-12) are as follows:

- The subdivision of the economic curriculum into four courses - consumer economics, principals of economics, Project Business, and Junior Achievement Applied Economics
- The division of World History into two separate courses - Eastern Civilization and Western Civilization

- Subject objectives reflecting law related education have been integrated into the appropriate courses (Ohio Mock Trial - Government; Practical Law In Ohio - Ohio Studies)
- A civics course entitled Criminal Justice is included
- Focusing concepts have been included in the margin to call attention to the importance of conceptual learning

Due to the existing diversity in the twelve local districts, each district must localize this document to meet the needs of their individual programs. This document was designed to meet the broad needs of twelve districts and not to be adopted in its entirety; thus the county course of study serves as a prototype which should be adapted to meet the needs of the respective districts.

PHILOSOPHY

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. A continued commitment to human dignity and self-worth through rational processes is essential to social studies education. Human dignity has long been sought through the struggle to implement democratic ideas such as due process of law, social and economic justice, democratic decision-making, free speech, religious freedom and self-respect.

Historical, geographical, political, social, and economic literacy are key essentials of education in a democracy. Therefore, social studies education should help young citizens gain historical, geographical, civic, social, and economic literacy and enable them to apply their knowledge, abilities and commitments toward the improvement of the human condition. To implement such a charge requires a curriculum framework that provides for the study of skills, concepts and democratic values related to personal and social needs. The instructional process should enhance the ability in young people to utilize knowledge to resolve inter- and intra-personal conflicts, examine our cultural heritage, creatively solve problems and rationally prepare for the future.

BROAD GOALS OF THE SOCIAL STUDIES PROGRAM

1. Develop students who are only understand the rights and responsibilities of citizens in a democratic society, but who are also committed to the ideals of a democratic society.
2. Encourage and prepare students to be active participants, individually and as members of groups, in government and other institutions of society.
3. Provide students with the skills necessary to:
 - a. Gather, process, and communicate information
 - b. Function efficiently within the discipline of social studies
 - c. Critically evaluate possible alternatives to make effective personal, political, and economic decisions
4. Promote a positive self-image for each student and an awareness of and respect for individual and cultural differences
5. Provide students with opportunities to acquire and apply knowledge to help understand the past, the present, and possible future trends
6. Provide students with opportunities to examine personal, political and social values and the potential consequences of specific value positions.

EVALUATION

Evaluation has been defined as the collection and use of information to make decisions about an educational process. Evaluation is a collective term for all the ways available for obtaining feedback regarding program, staff and students. Testing needs to be considered in the larger dimension of evaluation in social studies. It needs to be considered as only one means for obtaining feedback as to the effectiveness of functioning of both the teacher and students within the social studies curriculum.

PROGRAM: Social Studies programs must be systematically and rigorously evaluated. Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program. The district's educational goals, the graded course of study, local curriculum guides, and research in social studies practices should all serve as excellent aids in the review of a district's philosophy, organization and administration, class management and instruction, staff, curriculum facilities and equipment, and evaluation.

The design of the County Graded Course of Study permits the localizing of the curriculum scope and sequence to meet the unique needs of the twelve local school districts. Thoughtful review of the County Graded Course of Study should be undertaken to assess the scope and sequence of content concepts and skills presently taught.

STUDENT: The purpose of evaluating students is to measure student attainment of the subject objectives. Consequently, students should be made aware of the subject objectives for a particular course. What is important for students to know should not be kept secret.

Knowledge of the subject objectives will provide direction for students as they study and will help them in the process of self-evaluation.

Student evaluation should be viewed by teachers and students as stepping stones to development rather than hurdles to be endured. A carefully planned and systematic approach to evaluation which provides relevant data about student progress will help to modify the many negative connotations associated with testing programs. Any evaluation of social studies content should include provisions for many sources and techniques beyond formal examinations, for example, anecdotal records, role-playing, interviews with samples of community people, and interaction schemes for analysis of classroom dialogue.

The County Social Studies Committee recognizes the importance of criterion-referenced testing as well as norm-referenced testing as part of a comprehensive testing program. The subject objective of the social studies curriculum scope and sequence in the County Graded Course of Study provides an excellent criteria for the development of criterion referenced testing programs. Pre-tests and post-tests utilizing subject objectives as the criterion provide teachers and students with information as to whether their behaviors, related to both teaching and learning, have been productive.

NORM-REFERENCED AND CRITERION-REFERENCED TESTING

Norm-Referenced Defined: A test whose scores get their meaning by reference to a table of norms.

A. Advantages

1. No test construction needed; minimum staff time.
2. Ease of administration and scoring.
3. Can compare grade level means and student means with other districts throughout the state or nation.

B. Disadvantages

1. National norms or even state norms are usually not matched with local school objectives.
2. The face validity may be low. Norm-reference tests are purposely broad so they will be widely accepted, thus, it is open to question if the tests are actually testing what they are supposed to be testing.
3. Subject matter content representativeness is sacrificed in order to obtain maximum discriminability. Items that measure skills that schools emphasize the most often are eliminated because they do not discriminate.
4. The tests are so general they fail to provide enough information to diagnose learning problems.
5. Test items are designed so that fifty percent of the students will get the item incorrect.

Criterion-Referenced Defined: A test whose scores get their meaning by reference to a list of objectives.

A. Advantages

1. The objectives are specific and numerous, therefore, the test has wide applicability.
2. It is easy to ascertain the purpose of a question. They are coded to specific objectives.
3. The objective is not to discriminate but to describe the learner's knowledge of specific skills. The learner is not in competition with anyone but himself.
4. The tests are helpful in diagnosing learning problems. They reveal gaps in the learner's knowledge of skills.
5. The tests are helpful in identifying areas where supplementary materials are needed.

B. Disadvantages

1. staff time is involved with identifying objectives, writing test items, and writing prescriptions as follow-ups to test results.
2. "Pre-packaged" criterion-referenced tests do not always match the objectives of the local school district.

HIGH SCHOOL PROFICIENCY TESTING

(Since social studies education has a direct bearing on citizenship knowledge attitudes and skills, the County Social Studies Committee deemed it appropriate to include the following information.)

What tests will students take?

Students will take tests in reading, writing, mathematics, and citizenship to demonstrate proficiency at the ninth grade and twelfth grade levels. The State Board will determine whether to have one test with two different proficiency levels, or two tests --one for ninth grade and the other for twelfth grade proficiency.

Who will take the tests?

Once the program is fully implemented, the ninth grade proficiency tests will be administered to all ninth grade students attending public schools; to all tenth, eleventh, and twelfth grade students who have not demonstrated ninth grade proficiency; and to any high school completer who resides in the school district; has earned a Certificate of Attendance, and wishes to take the test.

The twelfth grade proficiency test is administered to all twelfth grade students who have demonstrated a ninth grade, but not a twelfth grade, proficiency level.

Chartered, nonpublic high school students may also be required to pass the tests if the chief administrator of the school elects to participate.

Individual handicapped students may be exempted from taking the tests. The state will prepare a list of handicaps that would qualify students for a possible exemption. In addition, individual students may be granted waivers by the State Superintendent, in accordance with rules established by the State Board.

When will the tests first be administered?

All tests must be administered for the first time to all students in grades 9, 10, 11, and 12, by December 31, 1990.

Which graduating class must pass a test to earn a diploma?

Students who graduate during the 1993-1994 school year must demonstrate at least ninth grade proficiency on the test in order to earn a diploma.

What are the new requirements for earning a diploma?

A student who completes a secondary school curriculum in the 1993-1994 school year may earn the following:

1. A Certificate of Attendance, if he or she successfully completes the curriculum of any high school, but does not pass the ninth grade proficiency test
2. A Diploma of Basic Competency, if he or she successfully completes the curriculum of any high school and passes the ninth grade proficiency test
3. A Diploma with Distinction, if he or she successfully completes the curriculum of any high school, passes the twelfth grade proficiency test, and meets any other criteria established by the district board of education
4. A Diploma with Commendation, if he or she successfully completes the curriculum of any high school, passes the twelfth grade proficiency test, and meets any other criteria established by the State Board of Education

How many opportunities will a student have to pass the test?

All tests must be administered at least twice each year. The ninth grade student who fails to achieve a passing score on the first attempt will have a minimum of seven additional opportunities to pass. The student who, prior to entering twelfth grade, has already passed the ninth grade proficiency level will have at least two attempts to qualify for a Diploma with Distinction and/or with Commendation.

Will the ninth grade student who passes the ninth grade--and possibly the twelfth grade--proficiency test lack motivation to excel in his or her high school curriculum?

No. Meeting the ninth grade or twelfth grade proficiency levels defined by the test is only one of the requirements for graduation. To earn a Diploma of Basic Competency, the student must, in addition to passing the test, complete the established high school curriculum. To earn a Diploma with Distinction or Commendation, the student must also meet all other criteria established by the district board or the State Board of Education, respectively.

What knowledge and skills will be measured?

Lists of content knowledge and skills necessary to demonstrate ninth grade and twelfth grade proficiency will be adopted by the State Board after obtaining input from a broad representation of the populations affected.

Who will write the test?

After the skill lists are adopted, a request for proposal will be developed and circulated throughout the testing industry. The successful contractor will be expected to develop tests and/or adapt existing tests to meet the state's specifications.

How much will the tests cost to develop, score, and report?

It is anticipated that developing and equating several forms of the test for each area (i.e., reading, writing, mathematics, and citizenship) will cost \$100,000 to \$150,000. Of course, the total for all tests will depend upon the length of each test, the number of tryouts needed, and the decision to have one or two tests for establishing ninth grade and twelfth grade proficiency levels.

Scoring and reporting will cost an estimated total of \$1.00 to \$1.50 per student for all test areas that are machine-scored, including answer sheets. The cost of scoring writing samples, if required, is estimated to be \$3.00 to \$5.00 per student. Until the specifications of the tests are completed, it is not known whether or not this additional cost will be incurred.

Who will pay for the tests, their scoring, and the reporting of results?

The state will provide for the tests, their scoring, and reporting of results to the schools.

What information will be reported by the state to each district?

Within 60 days of test administration, the Department of Education will send to each district board a list of the individual test scores of all persons taking the test.

POSITION STATEMENT ON THINKING SKILLS
AND THE SOCIAL STUDIES

One of the goals of social studies instruction as identified in the Ohio State Minimum Standards is to teach students how to apply problem-solving and critical-thinking skills to social issues. Social studies teachers share the responsibility of teaching critical-thinking skills with several other areas of the school curriculum but have the major responsibility with regard to social issues and problems.

It is our view that social studies education which has emphasized the acquisition of knowledge about people, places, dates and institutional structures needs to focus far more attention on the skill of utilizing knowledge to enhance thinking skills. While the transmission of knowledge is undeniably important, all too often too little opportunity has been provided for students to apply critical-thinking skills in the study of social studies content.

What are the thinking skills? Whether they be termed reflective thinking, citizenship skills or decision-making skills, the processes share some basic fundamentals. In a publication by the National Council for the social studies, the skills involved in critical thinking were categorized into two processes - obtaining knowledge and processing knowledge. Under the classification of obtaining knowledge, major skills have been outlined under the following headings: locating information, improving reading comprehension, acquiring information by listening and observing, interpreting maps and globes, and interpreting pictures, charts, graphs and tables. The more sophisticated processing of knowledge involves extracting meaning from data (relationships), looking for hidden meanings (inference), and arriving at reasonable conclusions (generalizations). Providing students with learning activities that will enable them to practice thinking skills is essential. The study of content then becomes the medium through which students can acquire skills to become independent, rational thinkers.

In conclusion, we would encourage social studies teachers to make a conscious effort to incorporate learning activities that provide students with opportunities to practice thinking skills, and we would also encourage and support administrative policies that would help facilitate instructional programs designed to promote the learning of critical-thinking skills.

POSITION STATEMENT ON CITIZENSHIP EDUCATION FOR A DEMOCRACY

The Stark County Social Studies Committee endorses the following position on values education adopted by the National Council for the Social Studies in the N.C.S.S. Curriculum Guidelines of 1979.

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual member. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations - society can contend with none of these without a searching consideration of values.

Social studies education should, however, avoid mere indoctrination. Neither young people nor society will deal constructively with present social realities through blind acceptance of specified ways of behaving, or of particular positions on public issues, or even of basic cultural values. Limiting the school's role to indoctrination is not only ineffectual, but incompatible with the principles of a free society.

The role of the school as an agent for inculcating in the young widely held societal norms, standards of behavior, and ideological preferences is complex. The issue is clouded with conflicting attitudes held by various groups. Cultural pluralism in America and throughout the world rightly hinders the school from seeking or producing uniform value among its students. It is well to remember that the school is properly only one force influencing the values of the young.

What the school can contribute is impressive. It can help the young recognize that among the Earth's people there are many sets of values rooted in experience and legitimate in terms of culture. Such a realization is a force against ethnocentrism.

The school can also provide opportunities for free examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students. Students need systematic and supportive help in examining differences among other persons and groups and in clarifying the value conflicts within themselves. Students must come to understand that although evidence is important, facts alone do not always determine people's decisions. There are times when people suspend judgment, and occasions when problems have no set answers. The expectation that problems can be examined in an increasingly sophisticated way can contribute to students' feeling of competence and sense of identity. Some may have faith that thoughtful sensitivity to one's own values and those of others will foster decent and humane values.

The school itself is a special institution, and the values embedded in its daily operation can exert a powerful influence. The school can make clear its own valuing of human dignity by practicing it in the school as a whole and in social studies classrooms. Young children especially must learn the core values in the course of daily living, the school can hardly afford to escape its responsibilities to them. Democratic values can be approached in many different ways. Some key elements of a democratic value system are the following: freedom of speech, religion, and press; open and rational development of public policy; and the equality, brotherhood, and dignity of men. An effective social studies program allows students to critically analyze, through means consistent with democratic values and processes, both pro and con arguments and allows each student to establish his/her own value commitments concerning these and other issues. Behavioral and procedural values - fair play, justice, free speech, self-respect, decision-making opportunities, the right of privacy, and denial of racism - ought to be expected of all students and teachers in every classroom.

POSITION STATEMENT ON CONCEPTUAL LEARNING

People think in concepts, which can be modified and amplified through experience and maturation. In short, conceptualization is the process of categorizing, classifying and labeling. Each social studies discipline has key concepts that are the magnets around which content is organized. Concepts have an organizing function; they serve to give focus or a special view that tends to give meaning to the study of people, places and events. Concepts vary in degrees of complexity from the concrete to the highly abstract and can be introduced to young students at any level appropriate to their experience, maturity and ability.

Basic concepts serve as threads to coordinate the entire K-12 social studies curriculum. Conceptual sequencing aids students and teachers in understanding the continuity of the total program. Concepts and corresponding generalizations can be meaningfully mastered by the primary students and the senior in high school, with varying degrees of sophistication. Also, concepts and corresponding generalizations serve as the overall framework holding together the changing content of the social studies curriculum, as students move from grade to grade and become more mature and experienced.

Numerous advantages of utilizing the conceptual approach have been identified as crucial to learning and thinking by prominent social studies educators. Some advantages are listed as follows:

1. Concepts help to adjust to the explosion of knowledge.
2. Concepts provide durable, stable and valuable knowledge which has more relevancy and less obsolescence than the more factually oriented curriculum.
3. Conceptual learning is not restricted to any given textbook or series.
4. Concepts have transferability and can enable the learner to compare and contrast, as well as to analyze, interpret and evaluate data from many sources.
5. Conceptual teaching can be approached by either a more traditional deductive approach or the inquiry-oriented inductive approach or a modification of the two methods.
6. Conceptual learning prepares the student to summarize vast amounts of specific information, develop a thorough understanding, and profit from future experiences.
7. Concepts provide the cohesion and structure that gives relevancy to content.
8. Concepts are the key ingredients in the formation of generalizations which explain relationships and provide the learner with insight and understanding of content knowledge.

The Stark County Social Studies Committee supports a conceptual approach to learning and encourages to incorporate the conceptual design in curriculum development and implementation.

ELEMENTARY SOCIAL STUDIES INTRODUCTION

The county elementary social studies scope and sequence has been developed as a prototype which districts can use to adapt and localize to suit their respective district needs. Districts are encouraged to consider several factors when adapting the county model such as district educational philosophy, school district organization, district subject time allocation, district textbook adoptions and supportive resources.

The county model for elementary social studies is organized by grade levels. Each grade level has subject objectives (student learning outcomes) which have been selected as being appropriate for a specific grade level by the elementary teachers on the county social studies committee.

Decisions related to grade level placement and sequencing of subject objectives was based on a review of the previous course of study, research from the National Council for the Social Studies and the analysis of several social studies textbook series.

The elementary section of the county course of study follows this format:

- A. Program Objectives (K-6)
- B. Subject Objectives (grade level)
 - grade level topical outline
 - subject objectives identified by topic
 - focusing concepts in margin
 - skill objectives by grade level
 - citizenship objectives related to the Ohio State Bar Association's Law Related Education Program
- C. Ohio K-8 Model Course of Study in Economics developed by the Ohio Council on Economic Education

Subject objectives have been selected with consideration given to the development of levels of thinking using Bloom's Taxonomy as a guide. The focusing concepts in the margin of the page provides the reader with the ideas deemed significant and important for student attainment. Skill objectives have been recommended by grade level on the basis of instructional emphasis. A complete K-6 skills chart is included in the appendix. Citizenship objectives correlate with the Ohio Bar Association's Law Related program which has been selected as an exemplary program by the Stark County Curriculum Directors.

The county social studies committee decided to include the Ohio Model Course of Study in Economics in its entirety. This excellent economics strand has several components such as a correlated list of instructional resources for teaching the program, a glossary of economic terms and testing resources. This model provides Ohio school districts with a valuable K-8 economics program which was designed specifically to meet the Ohio state course of study components and format requirements. Economic education requires supplemental support by school districts in addition to the elementary social studies textbook series; therefore, the county committee felt decisions regarding elementary economic education should be made at the local level, thus the economic strand is not integrated into the elementary sequence in the county document.

For more information and copies of the total economics program contact the Social Studies Consultant at the Stark County Department of Education.

The Stark County Elementary Social Studies Scope and Sequence follows a basic, traditional curriculum. For almost 60 years, the curriculum has been dominated by the "expanding horizons" model. This widely used curriculum is built on the assumption that students should begin studying their immediate surroundings in kindergarten (family, neighborhood, etc.) and move outward to the larger world by the sixth or seventh grade. The model also makes provision for a spiral repetition of United States history at three grade levels--5th, 8th and 11th--each time in more depth. The most commonly used, grade level topics for elementary social studies are summarized below:

Kindergarten -- Self, home, school, community
Grade 1 -- Families
Grade 2 -- Neighborhoods
Grade 3 -- Communities
Grade 4 -- Geographic regions/Ohio study
Grade 5 -- U.S. history
Grade 6 -- World cultures, geography

HISTORY/CULTURES/CIVICS

This scope and sequence grid contains major topics from history/cultures/civics and indicates the grade levels for instructional emphasis based on the Stark County Social Studies Graded Course of Study.

	K	1	2	3	4	5	6
Basic Needs	*	*	*	*			
Calendar	*	*	*	*			
Holidays	*	*	*	*			
Community	*	*	*	*			
Heritage	*	*	*	*	*	*	*
Change		*	*	*	*	*	*
Country (Nationalism)		*	*	*	*	*	*
Patriotism	*	*	*	*	*	*	*
Government		*	*	*	*	*	*
Culture		*	*	*	*	*	*
Rules	*	*	*	*			
Laws				*	*	*	*
Taxes				*	*	*	*
Democracy				*	*	*	*
Ohio Heritage					*	*	
Urban Studies				*	*	*	*
Indian Cultures		*	*			*	
Colonial Americans		*	*			*	
American Revolution						*	
U.S. Constitution				*	*	*	*
Civil War						*	
Modern America						*	
Stages of Civilization							*
Early Civilization							*
Middle Ages							*
Current Issues							*
Futurism							*

GEOGRAPHY

This scope and sequence grid contains major topics from geography and indicates the grade levels for instructional emphasis based on the Stark County Social Studies Graded Course of Study.

	K	1	2	3	4	5	6
Globalism	*	*	*	*	*	*	*
Map Pictures	*	*					
Spatial Relationships	*	*	*	*			
Models	*	*	*	*			
U.S. Place Geography	*	*	*	*	*	*	
Natural Resources		*	*	*	*	*	*
Landforms	*	*	*	*	*	*	*
Map Skills			*	*	*	*	*
Transportation		*	*	*	*	*	*
Cultural Geography				*	*	*	*
Urban Studies				*	*	*	*
Regional Geography				*	*	*	*
Rotation/Revolution					*	*	*
Population					*	*	*
Agriculture					*	*	*
Technology					*	*	*
Latitude/Longitude					*	*	*
Manufacturing					*	*	*
Great Lakes Region					*	*	
Climate					*	*	*
Charts/Graphs					*	*	*
World Place Loc.					*		*

CITIZENSHIP/LAW RELATED

The following is a summary list of the contents of the elementary citizenship/law related education program which is integrated into the elementary social studies scope and sequence.

Rules, Rules, Rules (Second Grade)

How Do You Feel About Rules?	Reasons for Rules
Rules and You	Why We Have Rules
Rules at Home	Assessing Rules
Rules at School	Rules in Our Classroom
Rules at Play	How I Feel About Rules
Rules in Our Community	What I've Learned About Rules
Rules, Rules, Rules	

Responsibility and You (Third Grade)

Are You Able?
At What Age?
Whose Responsibility Is It?
What Are Some of My Responsibilities?
Rules and Responsibilities at School
Parents Have Responsibilities, Too!
Responsibilities of Others in the Community
How Do You Feel About Responsibility?
Who Is Being More Responsible?
What If People Didn't Follow Rules?
How Responsible Am I?

Learning About Responsibility (Fourth Grade)

Who Is More Responsible?
What Does "Being Responsible" Mean?
What Do You Believe About Responsibility?
What Are Some of My Responsibilities?
What Responsibilities Do Parents Have?
What Are Some Responsibilities That People Who Work in My Community Have?
What If There Were No Responsibilities?
What Is the Responsible Thing To Do?
How Can Laws Help Us To Know Our Responsibilities?
What Happens When Responsibilities Conflict?
How Can I Become A More Responsible Person?

Learning About Law (Fifth Grade)

What Is a Law?	Reasons For Laws
Laws and Customs	Laws Meet Common Needs
How Do You Feel About Law?	Laws Should Be Clear and Understandable
How Law Affects You	Laws For A Modern Society
Understanding Freedom	Recognizing Food Laws
Living Without Law	Writing A Good Law
A Need for Law?	How Do You Feel About Law?

ELEMENTARY SOCIAL STUDIES PROGRAM OBJECTIVES

The program shall include the following objectives:

1. understand and appreciate the rights of each individual.
2. understand the responsibility for their actions.
3. understand the duties of citizenship in a democracy.
4. understand the rules and processes by which social and political decisions are reached.
5. develop an awareness of how to influence decisions in political and social groups.
6. accept the contrast between individual and group behavior.
7. develop and use positive communication skills.
8. develop skill in locating information.
9. appreciate the importance of reading in acquiring information.
10. develop skill in interpreting maps and globes.
11. develop skill in interpreting pictures, charts, graphs, and tables.
12. understand time and chronology.
13. develop critical thinking skills.
14. develop skill at communicating effectively in speaking and writing.
15. develop feelings of self-worth and confidence in their own capabilities.
16. understand and appreciate the world as a multiracial and multicultural civilization.
17. develop an appreciation for the worth and dignity of every individual.
18. develop an understanding of themselves, friends, families, and communities.
19. understand the relationship between the physical world and ways of living.

20. develop an elementary understanding of the history, geography, and government of Ohio.
21. develop an elementary understanding of the history, geography, and government of the United States.
22. develop an understanding of basic economic principles in the Free Enterprise System.
23. understand present trends and their possible impact on the future.
24. become aware of their own value positions and the positions held by other individuals and groups.
25. understand that people have different differences.
26. understand that other people may be different from them.
27. understand that people have security and security.
28. understand that people of many nationalities, religions, and cultures contributed to the development of civilization.
29. develop an understanding that improved means of transportation and communication have made people in far away places more important to us.
30. understand that the resources of the world are scarce, unevenly distributed and developed, and they do not satisfy all the wants of mankind.
31. appreciate that people have enriched their lives through education, religion, and the fine arts.
32. learn to live together harmoniously in all groups, large and small.

KINDERGARTEN OUTLINE

- I. Geography
- II. Sociology/Cultures
- III. Citizenship
- IV. Skills

The student will be able to:

I. Geography

- | | |
|-----------|--|
| globalism | 1. recognize he/she lives on Earth. |
| | 2. explain that Earth is a round ball in space. |
| | 3. distinguish between land and water on Earth. |
| | 4. describe the different forms of transportation that can be used to travel on Earth. |
| maps | 5. define a map as a special picture that shows where places are and how to get from one place to another. |
| | 6. name places on a map (such as a house, park, school and store). |
| | 7. recognize what is meant by top, bottom, near, far, left and right. |

II. Sociology/Cultures

- | | |
|-------------------|---|
| sequencing | 1. recognize what is meant by first, next, last, before, after, second, and third. |
| | 2. recognize that the things around him/her (environment) influence the way people live. |
| basic human needs | 3. name examples of basic human needs (food, clothing and shelter). |
| | 4. recognize neighborhoods have workers who are there to help people. |
| community | 5. name neighborhood workers and identify equipment/special tools or clothing they might use. |
| | 6. tell ways neighborhood workers can help in their community. |
| | 7. recognize the term calendar. |
| time | 8. recognize the days of the week. |
| | 9. recognize the months of the year. |
| | 10. tell the day and month of his/her birthday. |
| | 11. discuss holidays and the months they are in. |
| | 12. discuss the significance of celebrating the special days of the calendar year. |
| | 13. name the seasons of the year. |
| | 14. discuss characteristics of each season. |

III. Citizenship

- | | |
|-------|---|
| rules | 1. discuss the word rule. |
| | 2. explain why we need rules and laws. |
| | 3. discuss school rules and explain the reasons for each. |
| | 4. demonstrate the importance of following school rules. |

responsibility

5. follow directions for school fire and tornado drills.
6. demonstrate the understanding of traffic signals (as in crossing a street, railroad crossing).
7. explain why people help one another.
8. name ways children can help at home or at school.
9. demonstrate the importance of being polite or acting in a courteous manner.
10. recognize the need for sharing and fair play.
11. demonstrate a respect for personal property and those things belonging to others.

citizenship

12. recognize the United States flag stands for our country.
13. describe the United States flag.
14. recite the Pledge of Allegiance.
15. demonstrate proper behavior during the Pledge of Allegiance.

social
responsibility

16. develop respect for self and others.
17. recognize similarities/differences among classmates.
18. work in group situations.
19. demonstrate basic values (honesty, fair play, cooperation, equality etc.).
20. accept responsibility for one's own behavior.
21. discuss the concept of consequences.
22. participate in decision-making in classroom discussion.

decision making

KINDERGARTEN
SKILLS IN SOCIAL STUDIES EDUCATION

SKILLS IN LOCATING AND GATHERING INFORMATION

- locate appropriate pictures
- tell main ideas about a picture

SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION

- engage in fair play
- take turns
- follow rules and laws
- observe actions of others
- develop courteous behavior
- keep to the task with time limits

SPECIFIC MAP AND GLOBE SKILLS

- orient one's direction
- learn to name places on a basic map

TIME AND SPATIAL RELATIONSHIP SKILLS

- relate dates to personal experiences
- make use of calendar

SKILL IN PROBLEM SOLVING AND CRITICAL THINKING

(A) Analyze and Evaluate Information

- listen intently

(B) Organize Ideas

- recount experiences

GRADE ONE OUTLINE

- I. Geography
- II. Citizenship/Government
- III. Sociology/Cultures
- IV. Community
- V. Skills

The student will be able to:

I. Geography

- | | |
|-----------------------|---|
| globalism | 1. describe the globe as a model of the earth. |
| | 2. identify the continent of North America by shape and relative location on the globe. |
| model | 3. distinguish North, South, East, and West as cardinal directions. |
| | 4. explain that maps and globes show places on the earth. |
| | 5. label by shape and relative location the U.S. on the continent of North America. |
| maps | 6. identify by relative location his/her city and state in the U.S. |
| | 7. use common terms used to describe where things are in relation to each other (next to, over, under, etc.). |
| | 8. recognize from pictures that different parts of the earth have different climates (clothing, housing, plants and trees). |
| spatial relationships | 9. describe his/her location in the classroom. |
| | 10. explain the location of people and objects in the classroom. |
| | 11. relate people and objects with verbal descriptions of their locations. |
| | 12. name places to which he/she belongs (classroom, school, community). |
| | 13. describe the location of the classroom and other familiar places in the school. |
| | 14. name directions while moving around classroom. |
| | 15. locate various areas of the school given verbal directions to follow. |
| | 16. identify the United States as our homeland. |
| physical geography | 17. describe the United States as having 50 states. |
| | 18. explain that the United States has different types of land (mountains, plains...). |
| | 19. compare people living in different places (city to farm, small town, etc.). |
| | 20. identify natural resources as useful objects from the earth. |

II. Citizenship/Government

- | | |
|---------------------------|---|
| patriotism/
heritage | 1. define Americans as naturalized immigrants or persons born in America. |
| | 2. explain the symbolic meaning of the American flag. |
| | 3. recite the Pledge of Allegiance. |
| | 4. discuss the importance of national holidays. |
| | 5. name some famous Americans in our history. |
| practicing
citizenship | 6. demonstrate respect for the property of others. |
| | 7. discuss similarities and differences in classmates. |

social responsi-
bility

8. express respect for others by making positive comments about others.
9. tell why compromise is necessary for social living.
10. recognize ways one can demonstrate a high regard and respect for one's self and others.
11. demonstrate the importance of learning by taking an active part in classroom discussions.
12. demonstrate the importance of being polite by being considerate of teachers and classmates.
13. demonstrate a respect for the environment by practicing individual conservation.
14. demonstrate a respect for people of other cultures by expressing acceptance and tolerance.
15. recognize interdependence among people.
16. demonstrate basic values of honesty, equality, loyalty, fair play, cooperation, dependability, etc.
17. employ good work habits (taking pride in work, neatness, working to potential).
18. express the dignity in all occupations.
19. explain the concept of responsibility.
20. explain the concept of consequences.
21. identify school responsibilities.
22. demonstrate the importance of sharing responsibilities.
23. demonstrate responsibility for one's own behavior.
24. list ways of being polite and courteous.
25. demonstrate getting along well with classmates, teachers, and school personnel.
26. discuss the word "responsibility."
27. tell how children can help in the home and share responsibilities.
28. discuss the consequences of not being a responsible person.
29. demonstrate responsibility by keeping the area of his/her desk neat.
30. demonstrate responsibility by taking care of belongings and not disturbing others' belongings.
31. demonstrate the ability to take turns talking, listening, sharing, and helping.
32. demonstrate responsibility by carrying through a task given to him/her.
33. identify a problem.
34. practice decision-making in classroom discussion.
35. discuss alternative ways to solve problems.
36. recognize the need for compromise in group situations.
37. examine positive solutions to conflict resolution.
38. define the term "rule."
39. explain the need for rules.

decision making

rules

40. demonstrate respect for rules by practicing good citizenship at school.
41. examine the concept of authority.
42. demonstrate respect for authority figures.
43. demonstrate proper fire drill procedure.
44. demonstrate proper tornado drill procedure.
45. discuss the rules of the school.
46. discuss bus rules.
47. repeat traffic safety rules.
48. explain why rules are needed when groups of people live or work together.
49. list examples of teachers and parents making rules, enforcing rules, and interpreting rules.
50. explain the importance of obeying rules.
51. demonstrate knowledge of school rules by putting them into practice.
52. define the word calendar.
53. recite the days of the week.
54. name the months of the year.

calendar

III. Sociology/Cultures

history/heritage

28

1. recognize that every country has a history.
2. recognize Indians as being the first Americans.
3. explain that after Christopher Columbus first came to America, many other people followed from far off lands.
4. identify Pilgrims as a group wishing religious freedom.
5. relate Pioneers and early Indians to changes in environment, shelter, clothes and food.
6. discuss biographies of famous Americans and how their lives have influenced the lives of others.
7. recognize that America is a better place for all because of the contributions of important leaders, inventors, etc.
8. explain how many holidays help us remember important people and events of our past.
9. recognize that people, families and places change.
10. recognize that Americans live in the United States.
11. list ways in which Americans are different and alike.
12. name four ways in which families change.
13. relate the concept of heritage to customs, traditions, heroes, and leaders.
14. explain that every culture has customs -- cite examples of important customs in our society.

customs

IV. Community

- | | |
|------------------------------|---|
| community | 1. describe different types of communities.
2. describe changes that occur in neighborhoods.
3. list ways environment influences how people live in different communities.
4. list examples of work done in communities (community helpers).
5. describe jobs of community helpers.
6. define and give examples of the need for working together in a community.
7. explain why cooperation is essential for social living.
8. list verbally the three basic needs of people (food, clothing and shelter). |
| social behavior
attitudes | 9. define each person as being special.
10. identify the many groups to which each person belongs including family, neighborhood, school and country.
11. compare the ways people are similar and different.
12. compare the ways American families are similar and different.
13. demonstrate respect for others by identifying the needs of select groups of people (elderly, handicapped, poor).
14. discuss how reward and punishment influence social behavior. |
| change | 15. list examples of how people seek happiness and security.
16. identify examples and/or evidence of change (related to the passing of time) in families (parents, grandparents, etc.).
17. contrast early days with today with reference to lifestyles, tools, transportation, shelter, and communication. |
| basic needs, wants | 18. identify items as being needs or wants.
19. recognize by comparing students' lists of wants, that everyone has unlimited wants to satisfy.
20. explain that family members help each other meet needs.
21. recognize that as children grow, they learn to take care of more of their own needs and wants. |
| goods/service | 22. define "need" (something you must have to live).
23. define "want" (something you would like to have).
24. tell what a "good" is (paper, pencil, food, clothes, etc.).
25. define "service" (doctor, community helpers, etc.).
26. recognize some occupations as making goods while others provide services.
27. identify services provided for the community.
28. list goods available in the community.
29. explain that due to (limited resources) scarcity of certain resources (e.g., oil, coal, money, etc.) and of goods and services, people need to make choices about which wants to satisfy.
30. explain that people earn money by working.
31. explain why people must work to live. |

work/money

32. list different types of jobs people perform to earn money.
33. discuss how people use money to buy things they need and want.
34. recognize that money is used to pay people for providing goods and services.
35. define money as a medium of exchange, currency.
36. recognize that money can also be saved.
37. demonstrate examples of children working by helping and doing chores at home.
38. discuss how children can also earn money by doing certain types of jobs (mow grass, rake leaves, shovel snow, etc.).

GRADE ONE
SKILLS IN SOCIAL STUDIES EDUCATION

SKILLS IN LOCATING AND GATHERING INFORMATION

- locate appropriate pictures
- tell main ideas about a picture

SKILLS IN INTERPERSONAL RELATIONS AND GROUP PARTICIPATION

- engage in fair play
- take turns
- follow rules and laws
- observe actions of others
- develop courteous behavior
- keep to the task with time limits

SPECIFIC MAP AND GLOBE SKILLS

- orient one's direction
- learn to name places on a basic map

TIME AND SPATIAL RELATIONSHIP SKILLS

- relate dates to personal experiences
- make use of calendar

SKILL IN PROBLEM SOLVING AND CRITICAL THINKING

(A) Analyze and Evaluate Information

- listen intently

(B) Organize Ideas

- recount experiences

GRADE TWO OUTLINE

- I. Geography
- II. History/Cultures
- III. Sociology/Cultures
- IV. Citizenship
 - A. Patriotism/Heritage
 - B. Practicing Citizenship/Social Responsibility
 - C. Rules
 - D. Decision Making
 - E. Civics
- V. Skills

The student will be able to:

I. Geography

- | | |
|-----------------------|---|
| maps | 1. describe his/her location by naming directions while moving around the classroom. |
| spatial relationships | 2. list location words that describe the movement of people and objects. |
| | 3. compare locations of people and objects in terms of distances from one another (in the school and playground). |
| | 4. give examples of how people use various routes to go to and from school, using direction and distance words. |
| | 5. trace routes on a neighborhood map. |
| | 6. compare distances between places by counting buildings and blocks. |
| | 7. express distance in relation to terms: farther, shortest, etc. |
| | 8. describe the location of places in North America using direction and distance words. |
| | 9. describe routes between places, using direction words (north, south, etc.). |
| | 10. identify the location of his/her school on a pictorial map of the community. |
| | 11. name street addresses that use north, south, east, west. |
| | 12. analyze positions using distance and direction. |
| | 13. recognize a (world) map as a flattened (although distorted) picture of the globe. |
| | 14. name North America as one of many continents on a map of the world. |
| | 15. locate North America on a world map and on a globe. |
| | 16. locate and determine directions of other countries, using a map of North America. |
| map skills | 17. compare pictures of the same general area on map and globe. |
| | 18. recognize that small sizes and distances on globe and map represent large sizes and distances on the earth (map scale). |
| | 19. use simple map and globe terms: North/South poles, island, flat land, etc. |
| | 20. use a map key and direction finder to locate given places. |
| | 21. identify state and national boundaries. |
| | 22. identify conventional map symbols for cities, rivers, mountains and roads. |
| | 23. use color to distinguish between land and water on maps and globes. |
| physical geog. | 24. identify common landforms (relief features) (mountains, plains, delta, etc.). |
| water | 25. list symbols used in representing water formations on maps. |
| | 26. list major types of surface water formations including streams and rivers, lakes, oceans. |

- | | |
|----------------|--|
| transportation | 27. name and locate major ocean areas (Atlantic, Pacific, Indian, etc.). |
| | 28. relate why it has always been important for people to move themselves and the materials they need and want. |
| | 29. list types of transportation used in our communities and our country today. |
| community | 30. list basic needs of people in a community (such as water, food, waste disposal, housing, transportation, recreation, police and fire protection) |
| | 31. define key terms used to describe urban areas including: urban, rural, central city, and suburban. |
| | 32. discuss ways in which neighborhoods are dependent upon one another and on the larger community. |
| regional geog. | 33. list occupations of a community. |
| | 34. explain that a community's development depends upon communication and transportation. |
| | 35. explain that the need for goods and services in a region fosters trade and interdependence. |

II. History/Cultures

- | | |
|-----------|--|
| community | 1. describe different origins (types) of communities. |
| | 2. describe changes that occur in neighborhoods. |
| | 3. describe how change usually takes place in developmental stages (steps) (i.e., rural to suburban). |
| | 4. define museums as places which display examples of change. |
| | 5. recognize that state, local, and national governments, and private organizations preserve and maintain historic places. |
| | 6. recognize advantages and disadvantages of change, with special reference to growth. |
| country | 7. discuss the concept of U.S. as a nation with a "history" of many changes over many years. |
| | 8. identify prominent American leaders and their major contribution to U.S. history. |
| change | 9. explain that every culture has customs - cite examples of important customs in our society. |
| | 10. give examples and/or evidence of change (related to the passing of time) in families (parents, grandparents, etc.). |
| | 11. compare and contrast changes in shelter (simple to complex, "old" to "new" or "modern"). |
| | 12. compare and contrast changes in clothing styles and materials ("fashions"). |
| | 13. develop concepts of "past", "future", "change" in relation to the passing of time, sequence of events. |

- 14. discuss the fact that change is constant, and all communities adapt to change.
 - 15. contrast early days with today with reference to lifestyles, tools, communities, transportation, etc.
 - 16. recognize that maps and pictures reflect change.
 - 17. discuss how people meet basic needs in other cultures (factors such as historical background, geography, natural resources, etc.).
 - 18. discuss "limited supply" of natural resources in relation to waste and scarcity.
- basic needs
- natural resources

III. Sociology/Cultures

- 1. demonstrate respect for others by identifying the needs of select groups (i.e., elderly, handicapped, poor).
 - 2. give examples of how people seek security and happiness.
 - 3. identify examples of famous people from history and how their lives have influenced the behavior of others.
 - 4. identify man's basic psychological needs (security, love, respect, etc.).
 - 5. describe ways people are simultaneously alike and different (appearance, needs).
 - 6. recognize the importance of their positive attributes (self-esteem).
 - 7. list functions of the family (food, clothing, shelter).
- social behavior
- self-concept

IV. Citizenship

A. Patriotism/Heritage

- 1. list reasons to take pride in the United States.
- 2. explain the symbolic meaning of the American flag.
- 3. explain the significance of the national holidays.
- 4. explain the meaning of the Pledge of Allegiance in student terms.
- 5. demonstrate knowledge of American holidays, customs, traditions, leaders.
- 6. describe multiple ethnic heritage of America.

B. Practicing Citizenship/Social Responsibility

- 1. demonstrate respect for self and others.
- 2. discuss interdependence among people.
- 3. describe the role of citizens in a democracy.
- 4. discuss the necessity for laws.

5. show respect for laws.
6. recognize the dignity of all occupations.
7. develop good work and job habits.
8. recognize importance of responsibility.
9. apply basic values (honesty, equality, dependability, cooperation, and fair play).
10. demonstrate respect for the property of others by the care of others' property.
11. take various roles of a group discussion.

C. Rules

1. describe reaction to rules (positive or negative). LRE #1
2. formulate a hypothesis for existence of rules. LRE #1
3. state beliefs about rules which he/she accepts. LRE #2
4. list rules which apply in his/her home. LRE #3
5. state purposes for rules in the home. LRE #3
6. identify specific kinds of rules found in their school. LRE #4
7. suggest reasons for rules in a school. LRE #4
8. discuss the facilitative nature of rules and their value in play time activities. LRE #5
9. identify community rules. LRE #6
10. describe signs which indicate rules for the community. LRE #6
11. demonstrate that rules can be stated in both a positive and negative manner. LRE #7
12. classify rules according to their purpose - health and safety, property, getting along with others. LRE #8
13. state ways in which rules can be used to improve any classroom. LRE #9
14. evaluate a given set of rules for fairness, clarity and capability of being followed. LRE #10
15. propose rules for classroom using criteria of fairness, clarity and capability of being followed. LRE #11
16. express a willingness to support a set of classroom rules. LRE #11
17. evaluate change in attitude toward rules. LRE #12
18. develop concept of authority.
19. demonstrate respect for persons in authority.
20. define the word "law" in student terms.

D. Decision Making

1. illustrate rules being followed/not followed. LRE #2
2. design, play and evaluate an original game. LRE #5
3. participate in decision-making.

E. Civics

government

1. discuss the word "government".
2. discuss why communities need some kind of government.
3. name the mayor, the governor, and the president.
4. identify some community services.
5. list community helpers whose services are paid for with taxes.
6. recognize the role of government and the need for taxation.
7. name his/her state.
8. identify Washington D.C. as the capital of our country, the place where the president lives and works, and where our nation's laws are made.

GRADE TWO
SKILLS IN SOCIAL STUDIES EDUCATION

SKILLS IN LOCATING AND GATHERING INFORMATION

- locate appropriate pictures
- tell main ideas
- ask questions
- select facts and ideas
- use title page
- use table of contents
- use key words -- social studies vocabulary

SKILLS IN INTERPERSONAL RELATIONS & GROUP PARTICIPATION

- engage in fair play
- take turns
- follow rules and laws
- listen to reason
- withhold judgment until facts are known
- observe actions of others
- develop courteous behavior
- learn how to disagree
- give constructive criticism
- find ways to include newcomers
- introduce people
- invite people
- plan and contribute ideas
- divide responsibilities
- keep to the task
- show appreciation of others' efforts
- make choices and decisions
- handle interruptions
- suggest alternatives
- anticipate consequence of group discussion or action

SPECIFIC MAP AND GLOBE SKILLS

- orient one's direction
- learn to make map plans
- devise symbols for maps and globes
- interpret flat maps
- learn names of cardinal directions
- become familiar with map symbols
- interpret map symbols
- locate places on maps and globes
- trace routes

TIME AND SPATIAL RELATIONSHIP SKILLS

- relate dates to personal experiences
- make use of calendar

SKILLS IN PROBLEM SOLVING & CRITICAL THINKING

- (A) Analyzing and Evaluating Information
 - listen intently
 - identify difficulties and problems
 - interpret titles
 - interpret pictures, graphs, tables
- (B) Organizing Ideas
 - place ideas in order
 - follow directions
 - separate relevant from unrelated ideas
 - keep to the point
 - select appropriate titles
 - list
 - describe important people and events
- (C) Reaching a Constructive Compromise
 - see rights as a majority rule principle
 - compare problems with previous experiences

GRADE THREE OUTLINE

- I. Geography
- II. History/Cultures
- III. Sociology/Cultures
- IV. Citizenship
 - A. Patriotism/Heritage
 - B. Practicing Citizenship/Social Responsibility
 - C. Rules
 - D. Responsibility
 - E. Decision Making
 - F. Civics
- V. Skills

The student will be able to:

I. Geography

maps

1. describe his/her location by naming directions while moving around the classroom (identify cardinal directions, in-between directions).
2. compare locations of people and objects in terms of distances from one another (in the school and playground).
3. give examples of how people use various routes to go to and from school, using direction and distance words.
4. design routes on a neighborhood map.
5. compare distances between places by counting buildings, blocks, miles and kilometers.
6. differentiate distance in relation to terms: farther, shortest, etc.
7. describe the location of places in North America using direction and distance words.
8. calculate distance in standard units, including miles.
9. formulate routes between places, using direction words.
10. identify or label the location of his/her school on a pictorial map of the community.
11. name street addresses that use north, south, east, west.
12. choose the location of familiar places, using the street grid.
13. analyze positions using distance and direction.
14. recognize a (world) map as a flattened (although distorted) picture of the globe, or any part of the globe.
15. name North America as one of many continents on a map of the world.
16. locate North America on a world map and on a globe.
17. locate and determine directions of other countries using a map of North America.
18. compare pictures of the same general area on map and globe.
19. recognize that small sizes and distances on globe and map represent large sizes and distances on the earth (map scale).
20. use simple map and globe terms: North/South poles, island, flat land, etc.
21. use a map key and direction finder to locate given places.
22. identify state and national boundaries.
23. identify conventional map symbols for cities, rivers, mountains and roads.
24. use color to distinguish between land and water on maps and globes.
25. identify common landforms (relief features) (mountains, plains, delta, etc.).
26. define climate as the average conditions produced by weather patterns for a region over a long period of time.

physical geog.
landforms
climate

- 27. list symbols used in representing water formations on maps.
- 28. describe major types of surface water formations including streams and rivers, lakes, oceans.
- 29. discuss ways in which the availability of water affects choices of sites for settling, farming, manufacturing, etc., by individuals and groups.
- 30. name and locate major ocean areas (Atlantic, Pacific, Indian, etc.).
- cultural geog. 31. define cultural geography as the study of humankind adjusting to the natural environment.
- transportation 32. relate why it has always been important for people to move themselves and the materials they need and want.
- urban studies 33. list types of transportation used in our communities and country today.
- 34. list basic needs of people in an urban area (such as water, food, waste disposal, housing, transportation, recreation, police and fire protection).
- 35. define key terms used to describe urban areas including: urban, rural, central city, and suburban.
- 36. compare ways in which neighborhoods are dependent upon one another and on the larger community.
- 37. discuss and illustrate ways that resources of an area affect city growth patterns.
- 38. propose factors that lead to the growth of urban areas such as transportation by land, water and air.
- 39. recognize implications of urban problems (pollution, waste disposal, slums, etc.).
- contemporary 40. list occupations and industries of a community.
- topics 41. describe the general appearance and function of commercial, industrial and communities residential areas.
- regional geog. 43. explain that the need for goods and services in a region fosters trade and interdependence.

II. History/Cultures

- library skills 1. list the location of resource materials in the media center.
- community 2. describe different origins (types) of communities.
- 3. describe changes that occur in neighborhoods.
- 4. describe that change usually takes place in developmental stages (steps) (i.e., rural to suburban).
- 5. define museums as places which display examples of change.
- 6. explain why state, local, and national governments, and private organizations preserve and maintain historic places.
- heritage 7. discuss and compare advantages and disadvantages of change, with special reference to growth.

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| | 8. discuss the concept of U.S. as a nation with a "history" of many changes over many years of many leaders and people. |
| change | 9. demonstrate that every culture has customs - cite examples of important customs in our society. |
| | 10. demonstrate by providing evidence of change (related to the passing of time) in families (parents, grandparents, etc.). |
| | 11. compare changes in shelter (simple to complex, "old" to "new" or "modern"). |
| | 12. compare changes in clothing styles and materials ("fashions"). |
| | 13. develop concepts of "past", "future", "change" in relation to the passing of time, sequence of events. |
| | 14. demonstrate the fact that change is constant, and all communities adapt to change. |
| | 15. contrast early days with today with reference to lifestyles, tools, communities, transportation, etc. |
| | 16. show that maps and pictures reflect change. |
| research | 17. locate and use sources of information about a given topic (library skills). |
| basic needs | 18. illustrate how people meet basic needs in other cultures. |
| | 19. describe how diet is dependent on climate or location. |
| natural resources | 20. discuss "limited supply" of natural resources in relation to waste and scarcity. |
| | 21. identify major American leaders and their major contribution to U.S. history. |
| 42 Constitution | 22. identify the Constitution as the basic law of our land. |

III. Sociology

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| social behavior | 1. give examples of how people seek security and happiness. |
| | 2. identify examples of famous people from history and how their lives have influenced the behavior of others. |
| self-concept | 3. identify man's basic psychological needs (security, love, respect, etc.). |
| | 4. describe ways people are simultaneously alike and different (appearance, needs). |
| | 5. recognize the importance of their positive attributes (self-esteem). |

IV. Citizenship

A. Patriotism/Heritage

1. discuss the democratic process.

2. recognize our American heritage and beliefs.
3. recognize ethnic heritage.

B. Practicing Citizenship/Social Responsibility

1. identify the person or persons responsible for specific tasks in his/her home. LRE #3
2. describe the skills necessary to perform a variety of jobs in the home. LRE #3
3. tell how responsible behavior varies within different areas of the school. LRE #5
4. name responsibilities that adult members of the family accept in the areas of home, work, car (transportation), and family care. LRE #6
5. name different community workers and describe a specific responsibility related to each. LRE #7
6. infer likely consequences of a community worker not meeting his/her responsibilities. LRE #7
7. describe the roles of the citizen in a democracy. LRE #7
8. discuss the dignity in all occupations.
9. develop pride in one's own work.
10. develop good work habits.
11. explain the duty of supporting and respecting duly elected officers or appointed officials.
12. explain that all people should have the same rights and privileges.

C. Rules

1. state at least one rule of five specific school areas. LRE #5
2. describe how rules help one to know his/her responsibilities. LRE #5
3. predict the consequences of not following the rules in specified situations. LRE #10
4. accept rules as an outcome of responsible behavior. LRE #10
5. describe the relationship between responsibilities and rules. LRE #10
6. explain the need for laws.
7. develop a respect for rules and laws.

D. Responsibility

1. name several responsibilities he/she is capable of accepting. LRE #1
2. state a reason for his/her ability or inability to accept specified responsibilities. LRE #1

3. construct several inferences to explain why different people may be given different responsibilities. LRE #1
4. demonstrate acceptance of the notion accepting responsibility is a part of growing up. LRE #2
5. demonstrate a willingness to accept responsibility for home tasks. LRE #3
6. name at least one responsibility he/she has in each of the following areas: health, safety, property, and getting along with others.
7. describe how a selected picture represents a specific adult responsibility. LRE #6
8. demonstrate approval of responsible actions in specific situations. LRE #9
9. name specific ways in which he/she acts in a responsible manner. LRE #11
10. suggest changes in his/her behavior which will enable him/her to become a more responsible person. LRE #11
11. demonstrate a willingness to replace irresponsible behavior with responsible behavior. LRE #11
12. explain the importance of responsibility.
13. demonstrate respect for others by identifying the needs of different groups (e.g., aged, handicapped, poor).
14. demonstrate a respect of all people and cultures by expressing acceptance and tolerance of others.

E. Decision Making

1. hypothesize, when given a list of specific behaviors, an approximate age at which children should be expected to be responsible enough to engage in each of these behaviors. LRE #2
2. suggest several reasons for permitting older children to accept more responsibilities than younger children. LRE #2
3. analyze why children of the same age may not be given the same responsibilities. LRE #2
4. formulate a hypothesis to explain the distribution of responsibility within his/her home. LRE #3
5. classify given responsibilities as a "responsibility to myself", or a "responsibility to others". LRE #4
6. describe how he/she feels about responsibility and tell why he/she feels the way he/she does. LRE #6
7. select the more responsible action from two possible behaviors related to given everyday situations. LRE #8
8. infer the consequences of irresponsible actions in a given situation. LRE #9

9. participate in decision making (on going throughout the day, i.e. playground behavior, etc. - getting along with people). LRE #9
10. Examine ways human communities are interdependent on each other.

F. Civics

1. define the word "law".
2. discuss the word "government".
3. identify some of the services of his/her community.
4. define taxes and tell how they are used.
5. name his/he type of local government.
6. name his/her state.
7. identify Washington, D.C. as the capital of our country, the place where the president lives and works, and where our nation's laws are made.

GRADE THREE
SKILLS IN SOCIAL STUDIES EDUCATION

SKILLS IN LOCATING AND GATHERING INFORMATION

- record main ideas
- use key words
- use a dictionary

SKILLS IN INTERPERSONAL RELATIONS & GROUP PARTICIPATION

- suggest alternatives
- suggest means of group evaluation

SPECIFIC MAP AND GLOBE SKILLS

- learn names of cardinal directions
- become familiar with map symbols
- interpret map symbols
- interpret political maps
- interpret product maps
- locate places on maps and globes

TIME AND SPATIAL RELATIONSHIP SKILLS

- develop critical thinking about events and dates

SKILLS IN PROBLEM SOLVING & CRITICAL THINKING

- (A) Analyzing and Evaluating Information
 - re-read for clarification
 - interpret pictures, graphs, tables
- (B) Organizing Ideas
 - use technical terms
 - group related ideas
- (C) Reaching a Constructive Compromise
 - see cause and effect relationships
 - compare problems with previous experiences

GRADE FOUR OUTLINE

I. Citizenship

- A. Patriotism
- B. Rules
- C. Responsibility
- D. Citizenship/Social Responsibility
- E. Decision Making
- F. Critical Thinking Skills

II. History/Cultures

III. Geography

IV. Government/Civics

V. Social

VI. Ohio Studies

- A. Geography
- B. Population
- C. History
- D. Transportation
- E. Agriculture
- F. Government/Current Events
- G. Prominent Ohioans

VII. Skills

The student will be able to:

I. Citizenship

A. Patriotism

1. discuss the symbolic meaning of the American Flag.
2. interpret the meaning of the Pledge of Allegiance.
3. list and give examples of personal rights expressed in the Bill of Rights.

B. Rules

1. examine several responsibilities that parents must assume for their families, jobs, possessions and themselves. LRE #5
2. identify specific situations which require responsible behaviors by parents. LRE #5
3. recognize that laws are society's consensus of what behavior is deemed responsible. LRE #9
4. tell how laws help people to know what some of their responsibilities are. LRE #9
5. state and demonstrate at least three responsibilities students may have according to the laws of the state and/or nation. LRE #9
6. assess a willingness to use laws to guide behavior. LRE #9

C. Responsibility

1. discuss and analyze why responsible behavior is more desirable than irresponsible behavior. LRE #1
2. express a personal description of the meaning of responsible behavior. LRE #2
3. present a rationale for his/her definition of responsible behavior. LRE #2
4. express positive beliefs about need to accept responsibilities. LRE #3
5. identify characteristics of a responsible person. LRE #3
6. describe why it is important for parents to be responsible. LRE #5
7. describe how he/she can prepare for adult responsibilities. LRE #11
8. identify responsibilities he/she has now and tell one way he/she could become more responsible in carrying out these responsibilities. LRE #11
9. demonstrate a willingness to assume responsibilities now and in the future. LRE #11

D. Citizenship/Social Responsibility

1. examine several responsibilities he/she has in the home, at school and in the community. LRE #4
2. illustrate why responsibilities change in different situations. LRE #4
3. relate ways he/she might determine responsibilities in given situations.
4. identify occupations in the community and evaluate responsibilities associated with each. LRE #6
5. appraise the need for community workers to carry out their responsibilities. LRE #6
6. predict the consequences if a large number of people failed to meet their responsibilities. LRE #7

E. Decision Making

1. discuss what the world would be like if people failed to meet their responsibilities. LRE #7
2. formulate reasons why people should assume appropriate responsibilities. LRE #7
3. demonstrate an ability to consider alternatives in decision making situations. LRE #8
4. predict consequences for specific behaviors in given situations. LRE #8
5. choose and defend a particular course of action as being most responsible in given situations. LRE #8
6. demonstrate "responsible behavior" when making decisions in real-life situations. LRE #8
7. describe how problems can be caused by conflicting responsibilities. LRE #10
8. dramatize problems involving conflicting responsibilities to show how they are very difficult to resolve. LRE #10
9. demonstrate the acceptance of different points of view in a problem situation and be willing to listen to others' points of view. LRE #10

F. Critical Thinking Skills

1. compare and contrast information (charts, graphs, etc.).
2. classify information under topics.
3. draw inferences and conclusions based on information given.
4. hypothesize reasons for change.
5. hypothesize about relationships from past to present to future.

II. History/Cultures

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| chronology | 1. relate examples of how people are a product of their culture. |
| | 2. arrange related events in chronological order. |
| | 3. interpret a time line of related events. |
| change | 4. explain methods used by people to achieve a better life. |
| | 5. examine factors of change which have contributed to the growth of cities in the United States. |
| | 6. describe the nature and diversity of life styles that existed among early peoples of North America. |
| | 7. formulate opinions on how native Americans of various cultures utilized their environment and were influenced by it in satisfying their basic needs: food, shelter, clothing. |

III. Geography

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| rotation/
revolution | 1. describe the effects of rotation and revolution on seasons, temperature changes, climate, and hours of daylight/darkness. |
| | 2. distinguish between rotation and revolution. |
| | 3. illustrate the location of the earth within the solar system. |
| 50 | 4. identify places where he/she lives: city, state, region, country, continent, hemisphere. |
| globalism | 5. locate and label the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle as parallels of latitude. |
| | 6. demonstrate tilt and movements to explain seasonal change through the use of diagrams. |
| | 7. locate the four hemispheres on a globe. |
| | 8. describe the continents in the four hemispheres. |
| | 9. interpret different variables on a map (rainfall, elevation, population, etc.). |
| physical
geography | 10. distinguish directions to describe routes (north, northwest, etc.). |
| | 11. define the meaning of words used to name physical features (piedmont, tributary, gulf, river basin, delta, peninsula, sea, ocean, etc.). |
| | 12. differentiate between the types of vegetation in different climates. |
| | 13. list ways in which rivers, streams, and lakes have been used as boundaries and links (routes) among peoples and/or regions. |
| | 14. locate and label the world's major oceans on a map or globe. |
| | 15. locate and label the world's major land masses (continents) on a map or globe. |
| cultural
geography | 16. describe cultural geography as an attempt to identify and explain relationships between people. |
| population | 17. describe a population's composition, using such general factors as age, sex, ethnicity. |

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| agriculture | 18. distinguish between the various types of agriculture such as primitive, commercial, and plantation agriculture. |
| | 19. discuss mechanization and industrialization of agriculture. |
| | 20. list basic requirements for human travel or transportation of goods. |
| | 21. assess ways that geographic features provide natural routes. |
| transportation | 22. analyze factors which make a river or port usable for purposes of travel and trade. |
| | 23. distinguish between natural and man-made transportation routes shown on a map. |
| urban | 24. explain effects of world wide urbanization on the quality of life, natural environment, economy and culture. |
| | 25. explain why centrally placed cities serve as a trade and social centers. |
| | 26. recognize major urban problems such as pollutants in rivers, air, refuse, and slums as they exist in the area being studied. |
| | 27. describe distributions and uses of energy resources. |
| | 28. examine ways in which human activities bring about changes in natural habitats (farming, logging, mining, waste disposal, etc.). |
| technology | 29. recognize ways that modern technology increases communication and trade. |
| regional | 30. describe a region as an area of the earth's surface; a part that can be identified. |
| geography | 31. discuss the plains-, plateau-, hill-, desert-, and mountain-regions of a continent or continents being studied. |
| 51 map skills | 32. locate on a map or globe the desert areas of the world. |
| | 33. locate and identify the polar regions and the equator on a globe. |
| | 34. locate and name the major mountain ranges on a map or globe. |
| | 35. locate and name the major plains regions on a globe or map. |
| | 36. recognize the major cities with respect to regions being studied. |
| | 37. locate and relate latitudes to the equator and the poles. |
| | 38. apply terms that provide geographic focus, including region, boundary, state, nation, etc. with respect to the region being studied. |
| | 39. locate major countries of the world with respect to the region being studied. |
| | 40. demonstrate the use of an atlas such as to find size and shape of continents. |

IV. Government/Civics

1. formulate ways in which a problem might be resolved.
2. discuss and apply the term "compromise" as being a way of settling conflicts.
3. demonstrate an understanding of the importance of representation in a democracy.
4. recognize that in the United States the people manage their government through their elected officials.
5. recognize that there are free societies and nonfree societies.

- democracy
6. identify the major national political parties.
 7. define the word "government".
 8. explain the duties of a government.
 9. define the word "democracy" (very basic).

V. Social

- careers
1. cite a given career goal and list the learning that must occur to accomplish the goal.
 2. explain that differences in behavior are largely socially learned.
- culture
3. describe how social needs influence individual behavior (law and order).
 4. discuss examples of customs and how they affect individual behavior.
 5. identify ways people depend on their natural environment (basic needs: food, clothing, and shelter).
 6. compare our habits and customs with other cultures.
 7. cite examples of advantages or disadvantages of geographical location on culture.
 8. explain how all human beings of any race are capable of participating in and contributing to any culture.
 9. trace several role changes that have recently changed the family institution in our society.
 10. describe other cultural sources of communication (music, art, dance).
 11. explain how beliefs about behavior originate in culture.

VI. Ohio Studies

A. Geography

1. understand Ohio's location in reference to all of the United States of America.
2. draw and recognize the shape of the state.
3. compare the area of Ohio with other states.
4. identify the bordering states and natural boundaries.
5. know the effects of the glacier on Ohio.
6. understand why Ohio's rivers developed as they did.
7. locate the major rivers in Ohio.
8. list the major natural resources of our state.
9. express an understanding of conservation of resources.
10. describe Ohio climate.

B. Population

1. compare Ohio's population with other states'.
2. describe how Ohio's population is distributed.
3. define the word "county" and identify the county in which you live.
4. locate the counties surrounding the county in which you live.
5. identify the number of counties in the state.
6. locate the major cities and capital of the state on a map.

C. History

1. explain the cultural background of Adena and Hopewell Indians (mound-builders).
2. identify Indian tribes of Northeast Ohio.
3. examine the routes of the early explorers coming into Ohio.
4. state the contributions made by the early frontiersmen of Ohio, especially in Stark and our immediate communities.
5. debate the settlers' use of the land compared with the Indians' use of the land.
6. recognize that Ohio became a state in 1803.
7. identify and discuss Ohio's State Seal and the state flag.

D. Transportation

1. demonstrate the use of a road map to gain skill in finding specific areas.
2. recognize that progressive types of transportation accounted for the growth and development of cities (ex. - from canals to railroads, etc.).

E. Agriculture

1. explain that Ohio is important both as a manufacturing state and a farming state.

F. Government/Current Events

1. define the various types of local government (county, township, city, village, school).
2. assess current events related to the local, state, and national levels.

G. Prominent Ohioans

1. discuss the contributions of our famous Ohioans in the areas of:
 - a. politics
 - b. science
 - c. literature
 - d. the arts
 - e. athletics

GRADE FOUR
SKILLS IN SOCIAL STUDIES EDUCATION

SKILLS IN LOCATING AND GATHERING INFORMATION

- use index
- use glossary
- use encyclopedia
- use introduction
- use atlas and world almanac

SPECIFIC MAP AND GLOBE SKILLS

- interpret scale of miles
- interpret degree of latitude
- interpret degree of longitude

SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING

(A) Analyzing and Evaluating Information

- determine how to arrange and organize data
- interpret pictures, graphs, tables

(B) Organizing Ideas

- describe important people and events
- distinguish main points
- define and introduce a topic
- use topic sentences
- check meaning of vocabulary

(C) Reaching a Constructive Compromise

- compare problems with previous experiences
- suggest solutions

GRADE FIVE OUTLINE

I. Critical Thinking Skills

- A. Comparing
- B. Inferring
- C. Conceptualizing
- D. Hypothesizing
- E. Evaluating

II. Geography

- A. Maps and Globes

III. Citizenship

- A. Patriotism/Heritage
- B. Practicing Citizenship/Rules
- C. Social Responsibility
- D. Decision Making

IV. Civics

- A. Rules, Laws, and Law-Making
- B. The U.S. Constitution
- C. Branches and Levels of Government
- D. Resolving Conflicts
- E. Representation
- F. Responsibilities
- G. Democracy

V. History/Cultures

- A. History Overview
- B. American Indian Civilization
- C. European Exploration and Colonization of the Western Hemisphere
- D. American Revolution
- E. Nationalism
- F. Civil War
- G. Post-Civil War America
- H. Modern America

The student will be able to:

I. Critical Thinking Skills

A. Comparing

1. compare and contrast the role of the individual and the state (i.e., democracy, dictatorship, monarchy).
2. compare advantages and disadvantages of various sources of information (e.g. newspapers, periodicals, encyclopedia).
3. compare advantages and disadvantages of nonprint media (e.g. radio and television) and print media.

B. Inferring

1. infer bias from reading two different accounts of an event.
2. make inferences from given data.

C. Conceptualizing

1. conceptualize a trend from reading a graph (i.e., industrial growth).

D. Hypothesizing

1. hypothesize reasons for change.
2. hypothesize about future relationships.

E. Evaluating

1. distinguish between relevant and irrelevant information.
2. analyze cause and effect relationships.
3. distinguish between fiction and non-fiction.
4. evaluate data for propaganda.

II. Geography

A. Maps and Globes

1. identify places where he/she lives: city, state, region, country, continent, hemisphere.

2. relate features of a globe to Earth's geographic regions.
3. analyze characteristics and uses of the grid system on a globe.
4. relate latitude and longitude to their use in locating places on Earth.
5. relate latitude and longitude to their use separating time zones on Earth.
6. differentiate Earth's landforms and bodies of water.
7. identify characteristics of Earth's climates.
8. compare uses and limitations of various types of maps (e.g. Mercator, equal-area).
9. interpret information on a map using a scale, compass, and key.
10. compare characteristics of various types of maps (e.g. political, resource).
11. explain ways maps may illustrate relationships between or among variables (e.g., rainfall and vegetation).
12. trace routes of U.S. explorers.
13. locate areas of population density and sparcity in the Western Hemisphere.
14. locate natural barriers which influenced exploration, movements of people, and settlements.
15. tell time of day in different parts of U.S.
16. define physical geography as being concerned with earth features and processes.
17. classify landforms by slope/contour (plains, plateaus, hills, mountains).
18. list factors that affect natural vegetation of an area.
19. explain the importance of irrigation for agriculture and industry in the U.S.
20. list factors contributing to the growth of dairy farming, livestock production and grain farming in the U.S.
21. discuss factory manufacturing in relation to mass production.
22. describe transportation routes and technology associated with mass migrations at various periods of history (wagon trails, etc.).
23. explain ways in which the development of automobiles and transcontinental highways affected the growth of our country.
24. discuss ways that the cultural background of immigrants affects city growth patterns.
25. recognize that problems involved in land-use planning arose from past conditions, existing conditions, and conflicts over future uses.
26. list social factors considered in land-use planning (i.e., population growth, density, housing, recreation, transportation, agriculture and industry).
27. list factors resulting in current settlement patterns in the U.S.
28. classify land regions by nature or elevation of landforms.
29. locate the major mountain ranges, lakes, and river systems of U.S.
30. relate characteristics of mountain and river systems to patterns of U.S. settlement.
31. state size and boundaries of U.S. as a specific geo-political region.
32. identify political subdivisions within U.S.

grid system

maps

agriculture

manufacturing

land use

U.S. geography

economics

33. identify natural regions of the U.S. on a map (i.e., Appalachian, Great Plains).
34. describe the sequence of occupancy for regions within U.S. (from earliest to modern times).
35. discuss economic features of regions within U.S. (N.E. south, midwest).
36. state names and locations of major U.S. cities with emphasis on locational factors.

III. Citizenship

A. Patriotism/Heritage

1. list reasons to take pride in the United States of America.
2. explain the symbolic meaning of the American Flag.
3. explain the meaning of the Pledge of Allegiance.
4. name and explain the significance of the National Holidays.
5. name the symbols of the American heritage and relate their role in the history of the United States (ex., the Liberty Bell, the American Eagle, the Statue of Liberty, Valley Forge, etc.).
6. discuss the meaning of the National Anthem and other patriotic songs, such as "Battle Hymn of the Republic," "America the Beautiful," etc.
7. name famous patriots and relate their contributions to the American heritage.
8. discuss the sacrifices men and women have made in the service of the United States.
9. discuss in very basic terms the spirit and meaning of basic documents of the American heritage (ex., The Declaration of Independence, Bill of Rights in the Constitution).
10. review reasons why people have immigrated to the United States from other lands.
11. explain the concept of cultural pluralism and the contributions of minority groups to the American heritage.
12. illustrate laws and customs related to familiar holidays and experiences in life. LRE #2

B. Practicing Citizenship/Rules

1. list and give examples of personal rights expressed in the Bill of Rights.
2. state the individual duty to study current problems and issues that pertain to government.
3. state examples of facilitative and restrictive laws. LRE #4
4. describe law in such a way that both its facilitative and restrictive nature is evident. LRE #4

5. describe the role that laws play in establishing freedom. LRE #4
6. analyze purposes for laws that govern members of a community. LRE #7
7. state reasons supporting the need for laws and defend the reasons. LRE #8
8. compare and contrast his/her reasons with those found in the Preamble to the Constitution of the U.S. LRE #8
9. analyze why laws must be clearly stated to effectively guide peoples' behavior. LRE #10
10. distinguish between laws which are clearly and vaguely communicated in given situations. LRE #10
11. construct procedures for clearly communicating laws to people in given situations (handicap, illiteracy). LRE #10
12. rewrite vaguely written laws so that their intent is more clearly communicated. LRE #11
13. evaluate laws which are so poorly written that they need to be discarded and rewritten in acceptable form. LRE #11
14. hypothesize reasons for laws becoming outdated and cite examples of outdated laws. LRE #11

C. Social Responsibility

1. discuss the term "freedom" and its various meanings. LRE #5
2. role-play examples of behaviors which represent the obeying and ignoring of laws. LRE #6
3. cite examples of how behavior is influenced by laws and customs. LRE #2
4. express his/her feelings about laws and tell why he/she feels that way. LRE #3
5. recognize that other students may feel differently and accept their right to do so. LRE #3
6. distinguish ways in which laws satisfy common needs and classify given laws in the following areas: safety, health, property or getting along with others. LRE #9

D. Decision Making

1. state beliefs he/she may hold about the law.
2. give an explanation of why people have different beliefs about law. LRE #1
3. recognize laws in everyday situations. LRE #4
4. distinguish between a law and a custom when given a list. LRE #2
5. state differences and similarities between laws and customs. LRE #2
6. tell whether he/she would prefer to give up some freedom to live in a society governed by law and state reasons to support his/her belief. LRE #5
7. role-play situations in which laws help him/her in his/her daily life. LRE #6

8. predict ways in which his/her life could change if there were no laws. LRE #6
9. choose whether he/she would prefer to live with or without laws and cite reasons to support his/her conclusion. LRE #6
10. determine the advantages and disadvantages of a proposed law. LRE #12
11. assess the fairness of a proposed law. LRE #12
12. evaluate a proposed law by assessing the likely consequences of a law. LRE #12
13. identify a local situation which could be improved by a good law. LRE #13
14. express his/her feelings about law and tell why he/she feels that way. LRE #14
15. affirm the importance of law in American society. LRE #14

IV. Civics

A. Rules, Laws, and Law-Making

1. demonstrate an understanding about how local and state laws are made.
2. identify ways that a person can deal with rules or laws he/she thinks are wrong.
3. define the word "bill" as used in the Congress.
4. discuss (in a simplified form) the steps a bill must follow to become a law in our federal government.
5. illustrate on a flow chart (showing in a simplified form) how a bill becomes a law.
6. describe what happens if a federal law is broken.

B. The U.S. Constitution

1. recognize that the Constitution is the written organization of government.
2. explain what an amendment is.
3. discuss why amendments are made to the United States Constitution.
4. recognize that the Bill of Rights is the first ten amendments.
5. explain the purpose of a constitution.
6. define the term unconstitutional.
7. recognize major powers given to the federal government under the Constitution.
8. recognize major powers the states are given under the United States Constitution.
9. analyze the importance of the Bill of Rights.

C. Branches and Levels of Government

1. recognize the different levels of government (local, state, national).
2. list services the federal government provides for its citizens.
3. explain the purpose of the court system.

D. Resolving Conflicts

1. describe instances when nations have gone to war to settle differences.
2. identify the major objectives of the United Nations.
3. discuss reasons why minority rights are sometimes in conflict with the majority.
4. identify legal means of dissent and protest against violation of rights.
5. recognize that people often oppose change.
6. identify conflicts in values or in methods of achieving these values.
7. analyze why some actions by groups, even the majorities in governments, are not necessarily the best for every group or individual.

E. Representation

1. describe the role of political parties in furthering majority government.

F. Responsibilities

1. identify basic voting requirements as citizens.
2. describe the purpose of a jury trial.
3. explain the rights and responsibilities of an independent nation.

G. Democracy

1. identify the principles of democracy.
2. list ways government affects his/her life.

V. History/Cultures

A. History Overview

1. define "history" as the story of his/her nation's past.
2. relate the basic chronology of American history (pioneers and Indians, colonial period, revolution, expansion, slavery and Civil War, etc.).
3. identify major figures and events throughout American history.

4. describe evidence of the long-standing importance of education throughout U.S. history.
5. cite examples of how beliefs change as knowledge grows.

B. American Indian Civilization

indian
civilization

cultures

1. describe the diversity of lifestyles that existed among early peoples of North America.
2. describe how native Americans of various cultures utilized their environment and were influenced by it in satisfying their basic needs: food, shelter, clothing.
3. describe early American culture from prehistoric Indians of North, South, and Central America to the coming of European explorers.
4. differentiate cultural characteristics of early North American peoples (e.g., Woodland cultures, Mound Builders, Pueblo cultures, etc.).
5. tell how the American Indians affected the culture of the European explorers.
6. tell how the Europeans affected American Indian culture.

C. European Exploration and Colonization of the Western Hemisphere

65

Colonial America

1. compare the Vikings' explorations in the Western Hemisphere and Columbus's explorations in the Western Hemisphere.
2. recognize that scholars of the 1400's theorized that the world could be circumnavigated.
3. describe the culture of the earliest Spanish explorers in the New World.
4. examine reasons for European exploration and colonization of the Western Hemisphere.
5. describe European empires in America (locations, culture, including social system, etc.).
6. discuss slave trade in relation to colonial life and economies.
7. compare the roles of settlers, indentured servants, and slaves in the earlier colonial American social system.
8. list examples of transfer of European civilization to America.
9. compare modern explorers with their historical counterparts.

D. American Revolution

1. analyze causes and effects of the Revolutionary War.
2. explain the movement for independence and establishment of a government of choice.
3. recognize legal dissent as an American right claimed by the people over most of U.S. history.

4. discuss the unification of the independent colonies.
5. discuss actions taken by Britain in an effort to maintain control over her American colonies.
6. describe the extent to which various steps taken by Britain to tighten control over her American colonies from 1763-1775 were successful.
7. list the American Revolution among several colonial problems faced by England during this period of time.
8. list the principles expressed in the Declaration of Independence including equality, natural rights and responsibilities of government.
9. recognize major economic, military, and diplomatic events of the American Revolution.
10. analyze factors contributing to the American victory in the Revolutionary War.

E. Nationalism

1. evaluate early national growth after independence.
2. describe early growth and expansion, including transportation, factories and farms.
3. discuss immigration in the new nation, including causes, nations of origin, diversity.
4. state factors in the development of the American Industrial Revolution.
5. describe early industry and power sources.
6. describe arts and crafts found in the early years of our country (i.e., candlemaking, spinning/weaving, carving, blacksmithing, gunsmithing, etc.).

F. Civil War

1. recognize that slavery was integral in the economy of the South.
2. recognize the U.S. Civil War as in part due to a climax of changing emotions and attitudes in changing times.
3. describe physical and social conditions under which Negro slaves lived and worked.
4. discuss social, political, and economic differences between North and South which led each to protect its way of life by gaining, or at least maintaining, power.
5. discuss the Civil War in relation to slavery.
6. recognize factors other than slavery which contributed to the Civil War.
7. analyze factors leading up to the Civil War.
8. analyze reasons why the North won the Civil War.

G. Post-Civil War America

1. analyze the history and effects of Reconstruction in the South.
2. discuss post-Civil War industrial growth.
3. discuss post-Civil War westward expansion, including the railroad.
4. explain the development of post-Civil War immigration, including discrimination and quotas.

H. Modern America

modern America

change

65

1. analyze industrial and economic developments in the United States after the Civil War.
2. list factors which made U.S. a "modern America" following the Civil War period, including technological, economic, social, political and international factors.
3. recognize the impact upon U.S. history of the 19th Century change from horse to automobile.
4. describe changing lifestyles which reflected industrialization and urbanization of the late 19th century.
5. review changes in American agriculture, with recognition of major change from subsistence to surplus.
6. discuss technology and change (coal, steam, changing farm patterns, rural-urban migration, etc.).
7. describe changing political power and government as related to industrialization and urbanization.
8. name causes and effects of World Wars I and II.
9. relate the development of international conflicts to changes in technology and economics, materialism, political power.
10. describe characteristics of the prosperous twenties and the Great Depression in the United States.
11. discuss American foreign policy since World War II.
12. identify causes and characteristics of equal rights movements in the United States.
13. describe the role of the United States in Korea and Viet Nam.

SKILLS IN SOCIAL STUDIES EDUCATION
GRADE FIVE

SKILLS IN LOCATING AND GATHERING INFORMATION

- make outlines
- take notes

SPECIFIC MAP AND GLOBE SKILLS

- trace routes
- interpret topographic features
- interpret scale of miles
- use parallels and meridians

TIME AND SPATIAL RELATIONSHIP SKILLS

- develop and use vocabulary of time expressions
- place related events in chronological order
- develop numerical chronology

SKILLS IN PROBLEM SOLVING AND CRITICAL THINKING

- (A) Analyzing and Evaluating Information
 - point out false ideas
 - evaluate speaker's qualifications
 - detect evidence of propaganda
- (B) Organizing Ideas
 - use outlines
 - place events in sequence
 - present conflicting views and statements
- (C) Reading and Constructive Compromise
 - recognize what inferences may be made

GRADE SIX OUTLINE

- I. History/Cultures
- II. Government/Civics
- III. Geography
- IV. Skills

The student will be able to:

I. History Cultures

- | | |
|------------------------|--|
| stages of civilization | 1. explain stages of civilization (hunting/fishing, agricultural, industrial, etc.). |
| time | 2. give examples of how scientists measure time (carbon dating, geological studies, etc.). |
| | 3. review major eras and events of pre-history, which archaeological evidence substantiates (prehistoric oceans, coal-forming, life, ice age, etc.). |
| | 4. recognize that other cultures (i.e., Jewish, Islamic) use different calendars. |
| early civilizations | 5. locate on a map or globe the early civilizations. |
| | 6. explain the importance of rivers to these early people. |
| | 7. explain the influence of raising crops and the domestication of animals on the lives of early civilizations. |
| | 8. explain the importance of early forms of written languages. |
| | 9. recognize the importance of early forms of law (Hebrew, Hammurabi's Code, Roman law). |
| 68 | 10. list major contributions from early civilizations to western civilizations. |
| democracy | 11. explain the uniqueness of Athenian democracy in the ancient world. |
| | 12. list advantages of living in a democratic society. |
| | 13. describe the relationship between early Greek democracy and the American form of government. |
| | 14. identify common beliefs inherent in most major religions (Supreme Being, ceremonies, beliefs and behavior, beliefs about life after death). |
| | 15. describe the origin and major beliefs and values of major world religions (Judaism, Christianity, Islam, Hinduism, Buddhism). |
| social structure | 16. describe the social structure in ancient civilizations with emphasis on Roman society. |
| | 17. describe the social structure in Europe during the Middle Ages. |
| | 18. define and describe the importance of the Renaissance and Reformation on life in Europe. |
| | 19. explain the significance of trade and commerce to civilization. |
| | 20. define the meaning of Divine Right and Monarchy |
| cultures | 21. illustrate how people in different cultures and at different times have expressed beauty (art, architecture). |
| | 22. explain the causes/effects and possible solutions to global issues such as overpopulation, scarce resources, peace, etc. |

- | | |
|------------------------|--|
| time | 23. identify some decisions today that will affect life in the next century. |
| | 24. define the vocabulary of time expressions - A.D., B.C., century, decade, ancient, etc. |
| stages of civilization | 25. list major discoveries and inventions that helped people advance from one stage of civilization to another. |
| historical inquiry | 26. investigate the lives and contributions of important individuals. |
| change | 27. discuss the term "revolution" using examples (American, French, Russian Revolutions, Industrial Revolution, etc.). |

II. Government/Civics

- | | |
|----------------------|---|
| national governments | 1. name some democracies (Canada, France, Great Britain). |
| | 2. define the word "monarchy". |
| | 3. identify some of the characteristics of a monarchy. |
| | 4. name some monarchies. |
| | 5. compare and contrast various forms of national government with that of the United States. |
| state | 6. identify the rights and responsibilities of citizenship. |
| democracy | 7. define a democracy, representative democracy, and direct democracy. |
| laws | 8. discuss the concept of written laws (origin of). |
| | 9. describe the reasons for the growth and the decline of an empire. |
| government | 10. explain the rights and responsibilities of lords, vassals, and serfs under the feudal system. |
| monarch | 11. explain ways the early European monarchs gained strength and power. |
| nationalism | 12. discuss the characteristics of nationalism. |
| government | 13. describe the development of representative government. |
| ideology | 14. discuss the concept of communism. |
| | 15. name countries that are communistic. |
| conflict resolution | 16. discuss revolution as a means to resolve a conflict. |
| | 17. discuss ways in which political systems resolve conflict. |
| | 18. explain the purpose of treaties. |
| | 19. describe the types of war (Revolution and Civil) countries have used to resolve internal conflicts. |
| authority/power | 20. recognize positive and negative influences of authority and power. |
| | 21. discuss major current events. |

III. Geography

- transportation
- maps
1. describe characteristics of navigation systems developed and used by peoples of various times and places.
 2. use maps to find relationships among physical features, land use, and population density.
 3. demonstrate that longitude lines divide the earth's surface at angular distance East-West of the Prime Meridian, and that all lines pass through North and South poles.
 4. state ways time zones and longitude lines (meridians) are related ($15^{\circ} = 1 \text{ hr.}$).
 5. state that there are 24 standard time zones around the earth from pole to pole, with time measured internationally according to distance E/W of Greenwich.
 6. show relationship between earth's tilt as it revolves and the measurement of latitude on earth's surface.
 7. use maps to locate continents, countries, cities, rivers etc. that are being studied.
 8. state the use of latitude and longitude as imaginary lines placed on the earth's surface as a grid and frame of reference to measure both location and time.
 9. describe the location of places by counting meridian lines.
 10. describe the location of a place on a map as a representation of the earth's surface by degrees north or south of the equator as latitude, and east or west of the Prime Meridian as longitude.
 11. use the grid system to determine exact locations of major cities in the Western Hemisphere and the world.
 12. describe location in terms of elevation and altitude.
 13. describe climatic regions and locate them on a map and globe (i.e., tropical, steppe, desert, subtropical, polar, continental, etc.).
 14. discuss the effects of landforms and climate on development of civilizations.
- natural resources
- place geography
15. recognize that unequal distribution of universally valued natural resources has led to conflict among cultural groups.
 16. identify regions defined by the dominant religions of populations occupying them.
 17. locate political regions on a globe or map.
 18. categorize economies (fishing, farming, mining, lumbering, manufacturing).
- charts/graphs
19. interpret graphs, charts and tables.

SKILLS IN SOCIAL STUDIES EDUCATION
GRADE SIX

SKILLS IN LOCATING AND GATHERING INFORMATION

- locate books related to subject
- interview
- develop a questionnaire
- make outlines
- take notes

SKILLS IN INTERPERSONAL RELATIONS & GROUP PARTICIPATION

- follow parliamentary procedure

SPECIFIC MAP AND GLOBE SKILLS

- 17
- interpret political maps
 - interpret product maps
 - interpret scale of miles
 - interpret weather maps
 - interpret degree of longitude into time

TIME AND SPATIAL RELATIONSHIP SKILLS

- develop and use vocabulary of time expressions
- place related events in chronological order
- develop numerical chronology

SKILLS IN PROBLEM SOLVING & CRITICAL THINKING

- (A) Analyzing and Evaluating Information
 - check with other sources
 - interpret pictures, graphs, tables
- (B) Organizing Ideas
 - describe important people and events
 - use outlines
 - present conflicting views & statements
 - skim and summarize materials
- (C) Reaching a Constructive Compromise
 - recognize what inferences may be made
 - discover compromise that enables progress

K-8 OHIO MODEL ECONOMIC CURRICULUM

Program Objective A: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how individuals and societies make choices to satisfy wants with limited resources.

		Grade Levels for Introduction								
Subject Objective: The student will:		K	1	2	3	4	5	6	7	8
1.	recognize that all people have wants.	x	x	x						
2.	explain how factors of production (productive resources) are used to produce goods and services.		x	x	x					
3.	explain why people's wants are greater than their resources.		x	x	x					
4.	analyze why trade-offs must be made when resources are used.					x	x	x		
5.	explain why resource scarcity requires individuals, governments and societies to make economic choices to satisfy wants.					x	x	x		
6.	explain why, when choices are made for the satisfaction of wants, some wants will be forgone					x	x	x		
7.	explain how an economic system is the framework within which decisions are made by individuals and groups.								x	x
8.	explain the importance of making informed personal financial decisions.								x	x

Program Objective B: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how individuals and households exchange their resources for income which they use to consume goods and services.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|---|
| 1. | recognize that individuals and households consume goods and services to satisfy wants. | x | x | x | | | | | |
| 2. | explain how individuals and households supply the factors of production (productive resources): land (natural), labor (human), capital and entrepreneurship. | | | | x | x | x | | |
| 3. | explain why individuals and households voluntarily exchange productive resources for income. | | | x | x | x | | | |
| 4. | explain that individuals and households use income to consume goods and services. | x | x | x | | | | | |
| 5. | analyze how individuals, households and societies make economic decisions based on their self-interests and personal satisfaction. | | | | x | x | x | | |
| 6. | describe and compare the roles that individuals assume as producers and consumers. | x | x | x | | | | | |
| 7. | explain how the demand for resources is derived from the demand for goods and services. | | | | | | x | x | x |
| 8. | explain the role and impact of labor organizations in a market economy | | | | | | | x | x |
| 9. | explain how individual and household decisions have benefits and costs. | | | | x | x | x | | |
| 10. | explain that individuals and households use their incomes to consume or to save. | | | | x | x | x | | |

Program Objective C: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how individuals and business firms use resources to produce goods and services and generate income.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | |
|-----|--|---|---|---|---|---|---|---|---|
| 1. | understand that individuals and business firms produce goods and services. | x | x | x | | | | | |
| 2. | identify the basic economic questions. | | | | x | x | x | | |
| 3. | identify the factors of production (productive resources) used to produce goods and services. | | | x | x | x | | | |
| 4. | explain ways that productive resources can be used efficiently. | | | | x | x | x | | |
| 5. | evaluate the benefits and costs of an investment in capital. | | | | | | x | x | x |
| 6. | explain how trade-offs are involved in decisions to use productive resources. | | | x | x | x | | | |
| 7. | explain and analyze how decisions to increase production are based on the additional cost (marginal cost) and additional benefit (marginal benefit) that result from the increase in production. | | | | | | x | x | x |
| 8. | identify the payment to each of the factors of production (productive resources). | | | | x | x | x | | |
| 9. | explain how investment results in the production of new capital. | | | | | | x | x | x |
| 10. | explain how profit is an incentive for entrepreneurs. | | | | x | x | x | | |
| 11. | identify and compare the various forms of business organization. | | | | | x | x | x | |

Program Objective D: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how societies use forms of money to facilitate economic exchanges.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|
| 1. recognize that people willingly exchange goods and services in markets to satisfy wants. | | | x | x | x | | | | |
| 2. identify barter as the simplest form of exchange. | | | x | x | x | | | | |
| 3. recognize the role of money in an economy. | | x | x | x | | | | | |
| 4. identify the roles of financial institutions. | | | | | x | x | x | | |
| 5. understand the purposes of savings and credit. | | | | | | | x | x | x |
| 6. recognize the role of the Federal Reserve System in the United States economy. | | | | | | | x | x | x |

Program Objective E: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how markets allocate goods and services.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | | |
|---|--|--|---|---|---|---|---|---|---|---|
| 1. explain how resources, goods and services are exchanged in markets. | | | x | x | x | | | | | |
| 2. recognize the role of consumer preferences in markets. | | | | x | x | x | | | | |
| 3. define the factors which determine the demand for goods and services. | | | | | | | x | x | x | |
| 4. explain how goods and services are supplied in a market. | | | x | x | x | | | | | |
| 5. recognize the factors that determine the supply of goods and services. | | | | | | | x | x | x | |
| 6. illustrate that the market clearing (equilibrium) price is the price at which there is neither a shortage nor a surplus. | | | | x | x | x | | | | |
| 7. explain the allocative role of prices in markets. | | | | x | x | x | | | | |
| 8. interpret the interrelationships of markets in an economic system. | | | | | | | | x | x | x |
| 9. explain the relationship between substitute goods. | | | | x | x | x | | | | |
| 10. explain the relationship between complementary goods. | | | | x | x | x | | | | |

Program Objective F: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how the degree of competition varies among markets.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | | | | | |
|----|--|--|--|--|--|---|---|---|---|---|---|---|---|
| 1. | explain that competition exists when there are two or more producers (suppliers) of similar products. | | | | | x | x | x | | | | | |
| 2. | identify the factors which determine the degree of competition in a market. | | | | | | | | x | x | x | | |
| 3. | describe and compare the characteristics of markets. | | | | | | | | | x | x | x | |
| 4. | recognize that the price and quantity of each good or service bought and sold are affected by the degree of competition in the market. | | | | | | | | | | x | x | x |
| 5. | recognize the price and non-price methods by which business firms compete. | | | | | | | | | | x | x | x |

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Program Objective G: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how an economy as a whole functions.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | |
|---|--|--|--|--|--|---|---|---|-------|
| 1. describe how the circular flow model represents interrelationships among households, business firms and markets. | | | | | | x | x | x | |
| 2. identify the factors which determine an economy's production possibilities. | | | | | | | x | x | x |
| 3. identify factors which determine aggregate demand. | | | | | | | | x | x x |
| 4. identify factors which determine aggregate supply | | | | | | | | | x x x |
| 5. interpret the significance of business cycles in the economy. | | | | | | | | | x x x |
| 6. explain and evaluate the effects of inflation in an economy. | | | | | | | | | x x x |
| 7. explain and evaluate the effects of unemployment in an economy. | | | | | | | | | x x x |
| 8. identify the role of a central bank in an economy. | | | | | | | | | x x x |
| 9. identify how fiscal policies may affect the level of output and income in an economy. | | | | | | | | | x x x |

Program Objective H: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how in a global economy nations with different economic systems specialize their production and become interdependent through trade.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

1. explain that interdependence occurs when two or more persons, regions, or nations specialize and exchange goods and services to satisfy their wants. x x x
2. recognize that the world's productive resources are unequally distributed among nations. x x x
3. explain how nations use their comparative advantages to produce goods and services for trade with other nations. x x x
4. explain how international trade is the result of specialization and interdependence among nations. x x x
5. understand that imports and exports are goods and services exchanged between nations. x x x
6. explain the significance of a nation's balance of trade. x x x
7. explain and evaluate the arguments for and against free trade between nations. x x x
8. explain the characteristics of the basic types of economic systems. x x x
9. explain the factors which affect the economic development of nations. x x x

Program Objective I: Upon completion of the 8th grade students will know, comprehend, apply, analyze and/or evaluate how local, state and national governments play important roles in the market economy.

Grade Levels for Introduction

Subject Objective: The student will:

K 1 2 3 4 5 6 7 8

- | | | | | | | | | | | |
|----|---|--|--|---|---|---|---|---|---|-----|
| 1. | describe the economic roles of government in a mixed market economy. | | | x | x | x | | | | |
| 2. | define and distinguish between public and private goods and services. | | | | | | x | x | x | |
| 3. | explain that government regulates some economic activities to promote competition, correct externalities and protect consumers. | | | | | | x | x | x | |
| 4. | explain how governments redistribute income through taxation and transfer payments. | | | | | | | | x | x x |
| 5. | explain how governments attempt to achieve economic goals. | | | | | | x | x | x | |
| 6. | identify and analyze the typical roles of local, state and federal governments in the American economy. | | | | | | x | x | x | |
| 7. | explain the qualities of an efficient system of taxation. | | | | | | | | x | x x |

OHIO STUDIES

Ohio Studies should develop an interest in our state and a sense of pride in state and local community. The scope and sequence focuses on the history, government, geography and law of Ohio. The subject objectives found in section "I" Practical Law in Ohio are taken from the Practical Law in Ohio Booklet which has been provided to the school districts of Ohio by the Ohio Attorney Generals' Office. The Practical Law In Ohio booklet has been specifically developed for use by teachers of Ohio Studies at the 7th grade level and is to be used as an integral part of the Ohio Studies program.

PROGRAM OBJECTIVES

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1. Locate, acquire, organize, evaluate and communicate information.
2. Interpret information from maps and to develop an understanding of the geography of Ohio.
3. Have an appreciation of and a personal commitment to their rights and responsibilities as a law abiding citizen in the state of Ohio.
4. Develop an understanding of the history and heritage of our state that will enable students to deal with political, economic, and social aspects of our state.
5. Develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on Ohio.
6. Compare the justice system of the United States and Ohio.
7. Assess the need for laws in the justice system of Ohio.

CONTENT OUTLINE FOR OHIO STUDIES

I. Geography

- A. Comparison to the United States of America
- B. Boundaries
- C. Glaciers
- D. Natural Regions
- E. Elevation
- F. Rivers
- G. Natural Resources
- H. Climate
- I. Population
- J. Counties
- K. Townships
- L. Cities

II. History

- A. Pre-historic People
- B. Historic Indians
- C. Early Explorers
- D. French and Indian War
- E. Revolutionary War
- F. Settlement
- G. Indian Wars
- H. Northwest Territory
- I. Statehood
- J. War of 1812
- K. Toledo War
- L. Mexican War
- M. Abolitionist Movement
- N. Civil War
- O. Reconstruction
- P. Twentieth Century Development

III. Transportation

- A. Routes
- B. Modes

IV. Agriculture

- A. Subsistence Farming
- B. Improvements and Inventions
- C. Surplus Farming
- D. Subsidized Farming

V. Industry

- A. Development
- B. Mineral Resources
- C. Inventions
- D. Interdependence
- E. City Development and Products
- F. Labor Movement

VI. Cultural Development

- A. Religion
- B. Education
- C. Prominent Ohioans

VII. Government

- A. Ordinances of 1785 and 1787
- B. State Constitution
 - 1. Comparison to the Constitution of the United States
 - 2. Executive Branch
 - 3. Legislative Branch
 - 4. Judicial Branch
- C. Local Government
- D. Finances
- E. Political Structure
- F. Requirements for Voting
- G. Types of Elections
- H. Political Officials
- I. Practical Law in Ohio
- J. Current Events

OHIO STUDIES

The student will be able to:

I. Geography

A. Comparison to the United States of America

1. understand Ohio's location in reference to all of the United States of America.
2. draw and recognize the shape of the State.
3. compare the area of Ohio with other States.

B. Boundaries

1. identify the bordering states and natural boundaries.
2. analyze the need and importance for boundaries.

C. Glaciers

1. know the effects of the glacier on Ohio.
2. classify the various caves of Ohio.
3. interpret the meaning of terminal moraine.
4. locate the terminal moraine.

D. Natural Regions

1. identify the three natural regions of Ohio.
2. discuss the importance of each of these regions.
3. construct a map showing these regions.
4. understand the meaning of topography and relief.

E. Elevation

1. compare Ohio's elevation with its neighbors.
2. identify Ohio's highest and lowest points and their effects on the state.

F. Rivers

1. understand why Ohio's rivers developed as they did.
2. define the word divide.

3. locate the major rivers north and south of the divide.
4. analyze the role of rivers on exploration and the development of Ohio.

G. Natural Resources

1. compile a list of the major natural resources of our State.
2. locate the natural resources by general areas.
3. use maps to draw conclusions about the importance of these natural resources to the development of industries and cities.
4. express an understanding of conservation of resources.

H. Climate

1. define the word climate.
2. discuss the characteristics of Ohio's climate.
3. interpret how the climate affects our environment or way of life as to what we wear, eat, and how we live.
4. relate how our climate regulates the farming in our State.
5. know what crops can be raised in what area of our State because of the climate.
6. conclude that climate is an average course or condition of weather over a long period of time at a given place.

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I. Population

1. compare Ohio's population with other States.
2. describe how Ohio's population is distributed.

J. Counties

1. appraise the contributions of Ohio's counties.
2. define a county.
3. define a county seat.
4. locate the counties surrounding the county in which you live.
5. identify the number of counties in the State.

K. Township

1. evaluate the Land Ordinance of 1785.
2. discuss the provisions concerning the organization of the townships.
3. locate the township in which you live on the map.
4. locate surrounding townships.
5. explain the role of the township within the development of the Northwest Territory.

L. Cities

1. show the relationship of rivers to early cities in Ohio.
2. analyze the growth and development of Ohio's cities.
3. discuss the role of cities in our modern society.
4. locate the major cities of the state on a map.

II. History

A. Pre-Historic People

1. summarize the life of the primitive people of Ohio.
2. analyze the cultural background of Adena and Hopewell Indians.

B. Historic Indians

1. distinguish the differences between Ohio's major tribes.
2. trace the Indian culture from its origin.
3. locate the major tribes on a map of the State.
4. identify Indian tribes of Northeast Ohio.
5. compare the location of Indian villages with the town and cities of today.
6. discuss the names of various places with Indian origins.

C. Early Explorers

1. trace the routes of the early explorers coming into Ohio.
2. explain why a person would become an explorer.
3. evaluate the outcomes of exploration.

D. French and Indian War

1. interpret the reasons behind the struggle for the Ohio Country (French-English).
2. identify the outcome of the French and Indian War.
3. discuss the terms of the Treaty of Paris 1763.

E. Revolutionary War

1. analyze the conditions in Ohio prior to the war.
2. describe key events of the American Revolution in the old northwest territory.
3. compare (British - American) views of the Revolution.
4. evaluate the terms of the Treaty of Paris 1783.

F. Settlement

1. state the contributions made by the frontiersmen of Ohio, especially in Stark and our immediate communities.
2. analyze our heritage and its European influence.
3. compare the settlers use of the land with that of the Indians.
4. locate the early settlements in our State on a map.
5. illustrate on a map the early land grant divisions of the land in Ohio.

G. Indian Wars

1. discuss the reasons for the conflict between the Indians and settlers.
2. appraise the outcome of this struggle.
3. analyze the major provisions of the Land Ordinance of 1785 and the Ordinance of 1787.

H. Northwest Territory

1. discuss the development of the Northwest Territory.
2. discuss the influence of the territory on the further development of America.
3. discuss the major provisions of the Land Ordinance of 1785 and the Ordinance of 1787.

I. Statehood

1. summarize the steps taken by the founding fathers in applying for statehood in 1803.
2. identify that a state's constitution must be compatible with the United States Constitution.
3. locate the cities which have served as Ohio's capitals.
4. illustrate the various emblems used by our State.

J. War of 1812

1. state the reasons that led to the war.
2. discuss the importance of the Battle of Lake Erie.
3. evaluate Harrison's campaign.
4. discuss the terms of the Treaty of Ghent 1814.

K. Toledo War

1. evaluate Jackson's involvement in the Michigan, Ohio boundary dispute.

2. state the results of the Toledo War (Toledo goes to Ohio - Upper Peninsula to Michigan).

L. Mexican War

1. analyze Ohio's involvement in the Mexican War.
2. discuss why some people opposed the war (spread of slavery).

M. Abolitionist Movement

1. describe the impact of the abolitionist movement upon American society.
2. appraise the leadership involved in abolitionist societies.
3. evaluate the importance of this movement.

N. Civil War

1. analyze the causes of the Civil War.
2. discuss Ohio's involvement (military, political, industrial).

O. Reconstruction

1. evaluate Ohio's involvement in Reconstruction.
2. analyze the results of Reconstruction.
3. discuss its effect on Ohio and modern society.

P. Twentieth Century Development

1. recognize the need for improving Ohio's environment.
2. compare modern society and compare it with the past.
3. collect evidence as proof that increased population along with the constant complexity of society creates problems that will be difficult to solve (depression, world wars, etc.).
4. examine Ohio's responsibilities for meeting the recreational needs of its citizens.

III. Transportation

A. Routes

1. trace the development of routes from Indian trails, rivers, canals, and railroads to the modern transportation systems.
2. use a road map to gain skill in finding specific areas.

B. Modes

1. differentiate between the earliest forms of transportation to the most progressive types.
2. recognize that progressive types of transportation accounted for the growth and development of cities.

IV. Agriculture

A. Subsistence Farming

1. recognize that early agriculture produced only enough for the farmer and his family with none to sell.
2. discuss early farming problems and their solutions.

B. Improvements and Inventions

1. describe the change from hand tools to machine tools.
2. describe Ohio's key role in the development of farm machinery.

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C. Surplus Farming

1. analyze the needs that are met through surplus farming.
2. evaluate the effects of the improvement of farming methods upon Ohio's economy.

D. Subsidized Farming

1. debate the value of government investment in farming.
2. summarize the effect of subsidy farming on the urban dweller.

V. Industry

A. Development

1. state the effects of Ohio's industry on Ohio's economy.
2. analyze the growth and development of Ohio's industries.
3. identify the major corporations of the state.
4. analyze the significance of industrial diversification.

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B. Mineral Resources

1. identify the mineral resources of Ohio.
2. relate mineral resources to Ohio's industrial development.

C. Inventions

1. evaluate the role of inventions and how they improve production.
2. describe the modern production line (mass production and interchangeable parts).

D. Interdependence

1. assess Ohio's dependence on the world for supplies and markets.

E. City Development and Products

1. recognize why cities and industries grew together.
2. differentiate between our ethnic groups.
3. explain why certain ethnic groups came to certain areas.
4. demonstrate the relationship of products to the economy of the community.

F. Labor Movement

1. trace the rapid rise of unions.
2. discuss how the needs of the workers were met by the unions.
3. compare the viewpoints of labor and management regarding labor organizations.

VI. Cultural Development

A. Religion

1. discuss the spread of religion on the frontier.
2. relate some of the contributions of these religious groups.
3. explain the importance of religious tolerance.

B. Education

1. recall the terms of the Ordinances of 1785 and 1787 concerning education.
2. recognize that public education was an ideal toward which many worked.
3. discuss Ohio's role in establishing our country's school laws.

4. relate the role which Ohio has played in providing educational opportunities for all its people (kindergarten - universities).

C. Prominent Ohioans

1. evaluate the contributions of our famous Ohioans in the areas of:
 - a. politics
 - b. science
 - c. literature
 - d. the arts
 - e. athletics

VII. Government

A. Ordinances of 1785 and 1787

1. recall the provisions of the Land Ordinance of 1785 and the Ordinance of 1787.
2. recognize the significance of these laws to further territorial development.
3. construct an outline map of the Northwest Territory.
4. recognize the present states, capitals and major cities that came out of the Northwest Territory.
5. label the rivers and lakes found within the Northwest Territory.

B. State Consitution

1. define the word constitution.
2. examine the state constitution with special emphasis on the executive, legislative, and judicial branches.
3. compare the State constitution with the federal constitution noting that they must be compatible.

C. Local Government

1. define the various type of local government (county, township, city, village, school).
2. evaluate the impact of these levels of government on the lives of individuals.

D. Finances

1. recognize that government cannot function without money.

2. generalize that taxation is the fairest and best way to finance government.
3. differentiate between indirect and direct taxes.
4. define the various taxes of our state (excise, retail sales, inheritance, income, property).
5. discuss other sources of revenue for our state government.
6. interpret a circle graph showing the distribution of state revenues.

E. Political Structure

1. analyze the democratic values of our political structure and the impact it has on our society.

F. Requirements for Voting

1. discuss the current qualifications for voting.
2. explain why it is essential to investigate the individual for whom one is voting.
3. recognize that it is necessary to maintain voter qualifications.

G. Types of Elections

1. differentiate between primary, special, and general elections.
2. analyze the initiative, referendum, and recall.

H. Political Officials of Ohio

1. Ohio's Federal Officials

- a. develop a knowledge of Ohio's federal officials and their term of office.
- b. measure the qualifications of holding a federal office.
- c. compare the duties of federal officials.

2. Ohio's State Officials

- a. develop a knowledge of the elected state officials of Ohio and their term of office.
- b. measure the qualifications of holding state office.
- c. compare the duties of elected and appointed state officials.

3. County Officials

- a. develop a knowledge of the elected county officials and their term of office.

- b. measure the qualifications of holding a county office.
- c. compare the duties of county officials.

4. City Officials

- a. develop a knowledge of city officials and their term of office.
- b. measure the qualifications of holding a city office.
- c. compare the duties of city officials.
- d. assess how city government is conducted.

5. Township Officials

- a. develop a knowledge of township officials and their term of office.
- b. measure the qualifications of holding a township office.
- c. compare the duties of township officials.
- d. assess how township government is conducted.

I. Practical Law in Ohio

- 1. establish and examine the need for and the origins of written law.
 - a. describe society's need for social control.
 - b. compare how different societies address the need for social control.
 - c. assess how social/political values greatly affect a society's approach to social control.
- 2. examine the concept of due process as guaranteed by the Constitution.
 - a. identify and explain the basic steps in criminal procedure.
 - b. recognize the constitutional guarantee of due process.
 - c. experience the due process system through a simulation.
- 3. justice system of Ohio.
 - a. examine the major components of the justice system in Ohio.
 - b. identify the major provisions of selected Ohio laws on vandalism, shoplifting, drug and alcohol abuse, and consumerism.
 - c. apply some provisions of Ohio law and explain the applicability in selected situations.

4. examine the relationships between a society's culture and its juvenile system.
 - a. identify and explain the basic steps in the juvenile justice process.
 - b. identify some of the differences between the juvenile system and the adult criminal justice procedures.
 - c. identify due process rights guaranteed to juveniles and rights denied to juveniles.
 - d. experience the system through simulations.

J. Current Events

1. illustrate from articles of current newspapers what is happening in government at the local level and the state level.
2. relate current issues to the study of state and local government (newspapers, journals, T.V.).

GEOGRAPHY

Emphasis of the Geography Course of Study is place on fundamental factors of globalism, physical geography, and cultural geography. These geographic factors are then integrated and applied to the studies of contemporary topics and to regional areas around the world. The outline suggests contemporary topics for study and discussion, and concepts which should be applied to the studies of regions of U.S. and the world.

Map and globe studies must be integrated into the geography curriculum as sources of information to clarify and expand each teaching unit; map and globe studies are not used to best advantage when treated separately from the region or topic which they represent.

Students should be given geographic education in cultural ecology, spatial interaction, and environmental perception to enable them to analyze and appreciate diversity and diffusion in world cultures. Although there may be some overlap in content areas, the emphasis of junior high geography should be physical in nature while at the high school level, the emphasis should be cultural geography built on a foundation of concepts established in junior high.

PROGRAM OBJECTIVES

1. The students will be able to locate, acquire, organize, evaluate and communicate information.
2. The students will be able to use geographic tools such as globes, maps, and charts to gain information.
3. The students will be able to apply critical thinking and problem solving skills.
4. The students will develop an appreciation for the creativity and diversity of human cultures.
5. The students will have an understanding of the relationship between mankind and earth.
6. The students will understand the interdependence of the world's regions.
7. The student will recognize the responsibility of the earth's people to wisely manage our natural resources.

CONTENT OUTLINE FOR GEOGRAPHY

I. Physical Geography

A. Place Locations/Geographic Skills

II. Cultural Geography

A. Introduction

III. Contemporary Topics

A. Energy/Resources/environment

IV. Regional Geography

A. Physical, Cultural, Political, Economic

B. North American Cultural Region

1. United States

2. Canada

C. South America (Latin America) Cultural Region

D. Western european Cultural Region

E. Soviet Cultural Region

F. North African/Middle East Cultural Region

G. South Asian Cultural Region

H. East Asian Cultural Region

I. African Cultural Region

J. Austrailia/Oceania Cultural Region

V. Careers

A. Training and Preparation

B. Occupations

GEOGRAPHY

The student will be able to:

I. Physical Geography

A. Place Locations/Geographic Skill

terms

1. define physical geography as being concerned with earth features and processes, their spatial and causal relationships.
2. describe physical geography as providing an overall picture of the natural environment that precedes, surrounds, conditions, and supports human existence and activities.
3. define terms used in identifying positions of earth in space, including altitude, azimuth, declination, ecliptic, equinoxes, meridian, orbit, solstices, etc.
4. use the latitude-longitude grid system as the frame of reference to measure both location and time.
5. locate and identify the shapes of land masses called continents.
6. locate and name the major oceans on a map or globe.
7. locate on a map of the world the desert areas of the world.
8. locate and name the four major hemispheres on a globe.
9. locate and identify the polar regions and the equator on a globe.
10. locate and name the major mountain ranges on a globe or map.
11. locate and name the major plains regions on a globe or map.
12. recognize the major seas with respect to their physical settings.
13. recognize major cities with respect to physical settings.
14. locate and relate latitudes to the equator and the poles.
15. locate positions on a globe by using coordinates (latitude and longitude).
16. apply terms that provide geographic focus, including: region, boundary, state, nation, etc.

place
location

landforms

17. identify gradational landform processes by agents involved, (i.e., running water, glaciation, wind, waves).
18. identify gradational landform processes by function, as erosion, transportation, deposition.
19. list the common agents of physical erosion, including runoff, streams, wind, waves and glaciers.

20. describe the kinds of landforms associated with runoff, stream erosion, and glaciation.
21. describe the classification of landforms according to slope (contours), i.e., plains, plateaus, hills, mountains.
22. identify landforms according to the processes which formed them.
23. identify common landforms (relief features: plains, plateaus, mountains, hills) in an area being studied.
24. identify terms commonly used to classify gradational landforms (coastal plain, sand dune, loess, shoreline of submergence, shoreline of emergence, glacial valley, moraine, outwash plain, young stream, mature stream, old stream, alluvial terrace, flood plain, delta).
- climate 25. explain climate controls including latitude, altitude, mountain barriers, ocean currents, proximity to large bodies of water, semi-permanent high and low pressure systems, air currents, continentality.
26. describe the major characteristics of the low, middle, and high latitude climatic regions of the world.
27. identify characteristics of major types of tropical climates and the distribution of each (low latitude, rainy climates; low latitude, dry climates (steppe, desert)).
28. state location characteristics of middle latitude cyclonic and highland climates (including continental, steppe, desert, marine).
- 86 29. explain factors used to classify vegetation types: climate, altitude, latitude, distribution, location and abundance.
- vegetation 30. identify the characteristic vegetation of tropical, temperate, and polar latitudes.
31. distinguish among major sub-categories of grasslands: savanna, prairie, steppe and applications of these for geographic description and analysis.
32. state distinctions among major sub-categories of soil textures: sand, sandy loam, loam, clay.
33. list soil properties desired, valued, or required for various types of human activities and settlements.
- water cycle 34. define terms used to identify water features, such as oceans, seas, estuaries, deltas, rivers, tributaries, drainage systems, sources.
35. explain ways in which availability of water affects the choice of sites for settling, farming, manufacturing, etc., by individuals and groups.
36. define terms for major land-water interactions including erosion, runoff, leaching, precipitation, glaciation, diffusion.
37. explain ways in which the water cycle is related to seasonal water balance and soil water balance.
38. discuss ways in which the natural distribution of ground and surface water affects locational decisions or patterns of human settlement.

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| | 39. state names, courses and characteristics of major ocean currents. |
| | 40. discuss ways in which ocean currents and land features interact to affect weather and climate. |
| pollution | 41. discuss ways in which industrial and agricultural wastes threaten life in rivers, estuaries, and oceans. |
| energy | 42. describe composition, origins, distribution, and uses of major types of minerals and fuels, including coal, petroleum and natural gas. |

II. Cultural Geography

A. Introduction

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|---------------------------|---|
| | 1. define cultural geography as the study of humankind adjusting to the natural environment. |
| | 2. describe cultural geography as the attempt to identify and explain relationships existing between the distributions of people and their activities and the distribution of physical conditions. |
| population | 3. recognize that approximately 30% of the earth's land surface possesses geographic conditions suitable for human life. |
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distribution | 4. discuss ways that similar habitats are used by people possessing different cultural beliefs and values. |
| | 5. list factors which may be applied to statistical studies of population: composition, size, density, geographic distribution, growth, migration and settlement patterns. |
| | 6. discuss current world population in relation to size, distribution (locations and densities), growth rate. |
| | 7. discuss future population growth rates, trends, etc. |
| stages of
civilization | 8. distinguish among traditional types of agriculture: nomadic hunting, gathering, nomadic herding, subsistence. |
| | 9. recognize that primitive modes of agriculture exist today in places where the environment, economy or technology make other ways of life difficult, or where isolation and tradition are retained. |
| | 10. discuss the transition from nomadic to subsistence farming and then to surplus production, and finally the opportunity to accumulate goods and wealth. |
| farming | 11. describe plantation agriculture by emphasizing production of surplus amounts of specific crops: cotton, peanuts, tobacco, etc. |
| | 12. discuss livestock ranching in relation to grazing: dry land with short grass or shrub vegetation. |

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| | 13. | recognize that the possibility of maintaining an adequate food supply depends upon complex changes in use of farmland, and in social attitudes and practices (intensive farming, family size, dietary changes). |
| manufacturing | 14. | identify major categories of manufacturing: handicraft, cottage, factory. |
| | 15. | discuss factory manufacturing in relation to mass production. |
| | 16. | discuss factory manufacturing in relation to raising the standard of living for many people while creating many problems (health, resources, poverty, pollution, etc). |
| transportation | 17. | list major stages in the development of transportation technology. |
| | 18. | explain ways in which the location and navigability of rivers and ports, and their proximity to farmlands, roads, etc. have affected settlement. |
| | 19. | list factors of location for various industries. |
| | 20. | discuss effects of world wide urbanization on the quality of life, the natural environment, resources, the economy, and culture. |
| | 21. | recognize that the economic base of urban areas is determined by the availability of income, key industries, community and business services. |
| | 22. | explain the effect of the trade area concept on a network of cities. |
| | 23. | recognize ways that transportation availability, terrain, resources of an area, and cultural background of immigrants affect city growth patterns. |
| | 24. | describe the concentric ring theory and the sector theory as means of explaining the stages of growth of urban areas. |
| 100 urban | 25. | describe urban land use patterns in terms of commercial, industrial, residential, open space, public/semi-public, and streets. |
| | 26. | distinguish between heavy industry and light industry land use. |
| | 27. | discuss the effects of a hinterland on the central location and regular spacing of cities. |
| | 28. | define "urban network" as a regional group of interdependent cities and towns, often focused on one major metropolitan center. |
| | 29. | list major urban trends of recent history (technological change, migration to cities, growth of urban areas). |
| | 30. | describe characteristic growth patterns in urban areas. |
| | 31. | discuss common approaches to urban problem-solving (zoning, construction and sanitary codes; traffic control; neighborhood, local, and regional planning; state and federal assistance programs). |
| | 32. | categorize the activities upon which local or regional economies may be based, including extractive (fishing, farming, mining, lumbering), secondary (manufacturing, processing), tertiary (financial, medical, merchandising services). |
| | 33. | define political geography as the study of the association and relationships of the earth and the state. |
| political geography | 34. | express the main purpose of the study of political geography as being able to recognize and understand the geopolitical problems of the various countries of the world. |

35. state the real bases of national power as the people, space, and natural resources.
36. list factors of national powerhood (i.e., natural advantages and resources, including security and accessibility; a numerous and energetic population; a common language and historical background; freedom of religion, education, and press; advanced technology; capital goods and credit; balanced economic development; internal political stability; friendly relations with other countries).
37. identify major religions throughout the world.
38. relate how religion has affected cultural development.

III. Contemporary Topics

A. Energy/Resource /Environment

technology

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ecology

economic
geography

1. discuss issues associated with the depletion of non-renewable energy resources, including: discovery and development of new sources or forms of energy; increased energy use; increased consumption; waste; national and international politics, environmental problems, and population growth.
2. discuss social and political implications of America's heavy use of energy and resources.
3. list current technological, financial and political obstacles to mass use of solar, tidal, hydro-thermal, wind or other "flow" sources of power.
4. discuss proposals, issues, and problems related to the control of population growth as a means of reducing projected "needs" for limited energy resources.
5. recognize that environmental deterioration (pollution) presents serious hazards to human health, as well as to the health of other species (smog and death rates, etc.).
6. list ways in which human activities bring about changes in natural habitats and their populations (farming, logging, mining, waste disposal, etc.).
7. recognize that unequal distribution of universally valued natural resources has led to conflict among cultural groups and nations.
8. explain ways that modern technology can and has overcome geographic barriers, increasing communication and trade among cultural groups.
9. discuss geographic features (physical and cultural) separating "developed" and "underdeveloped" nations, including (i.e., variety and abundance of natural resources controlled or accessible for production; and modes or levels of economic and technological organization characterizing their cultures).

10. discuss ways in which a country may respond to increasing population pressures and restricted resources (i.e., including war to increase resources, revolution to redistribute resources, tightening of controls by centralized authority, yielding to famine, etc.) .

IV. Regional Geography

A. Physical, Cultural, Political and Economic

1. explain the concept of region generically (classes of areas: climatic zones, culture areas, economic regions, etc.) and specifically (areas identified by place name: North America, Pacific Northwest, etc.).
2. classify land regions by the nature or elevation of landforms and by geologic origins.
3. state names, determining features, boundaries and relative locations of major continental plates.
4. identify plains, plateau, hill, and mountain-regions of a continent or continents under study by names, determining features, boundaries, and relative locations.
5. identify major climatic regions by names, determining features, boundaries and relative locations.
6. define cultural regions as those whose determining features are related to people or the interactions of people with environment.
7. define culture areas with respect to a complex of elements distinguishing one major cultural system from another, including language, religion, race or ethnicity, etc.
8. identify the world's major culture areas by names, determining features,, boundaries or transition zones, and relative locations.
9. identify regions defined by the dominant religions of populations occupying them or associated with the origins and development of major religions.
10. identify regions defined by the ethnic compositions of populations occupying them, or as the "homelands" of particular ethnic groups.
11. identify regions defined by the racial composition of aboriginal, historic or current populations.
12. list criteria (determining features, principles) used to define and classify political regions (developed, underdeveloped) (communist, free world).
13. identify major political regions by names, determining features, boundaries and relative locations.
14. categorize the economies supporting the world's populations as extractive or primary (mining, fishing, etc.), secondary (manufacturing, processing), and tertiary (financial, medical, etc.).

B. North American Cultural Region

1. United States

- a. compare area(s) to other regions/countries.
- b. locate boundaries of the region.
- c. identify the natural regions.
- d. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
- e. relate the distribution and variety of natural factors to patterns of settlement and economic development.
- f. discuss modes of agriculture, types of industry and availability of natural resources.
- g. describe demographic features of regions in the area.
- h. name and locate political sub-units, capitals and major cities.
- i. name the causes of change and population growth.
- j. describe the governmental system and compare it to other governments.
- k. identify the major problems faced by people in this region.

2. Canada

- a. compare area(s) to other regions/countries.
- b. locate boundaries of the region.
- c. identify the natural regions.
- d. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
- e. relate the distribution and variety of natural factors to patterns of settlement and economic development.
- f. discuss modes of agriculture, types of industry and availability of natural resources.
- g. describe demographic features of regions in the area.
- h. name and locate political sub-units, capitals and major cities.
- i. name the causes of change and population growth.
- j. describe the governmental system and compare it to other governments.
- k. identify the major problems faced by people in this region.

C. Southern American (Latin American) Culture Region

1. recognize the four distinct areas of 1) Mexico 2) the Antilles 3) Central America 4) South America.
2. recognize a variety of geographic features that contribute to contrasts in this region.

3. explain the influence of geography in the location and occupations of people in this region.
4. identify the Aztec, Maya and Inca empires and their major accomplishments.
5. recognize Spain as the chief colonizer of the region.
6. list several reasons for political instability in the region.
7. list some Spanish influences on the region.
8. identify the various social classes of the region.
9. describe the effect of the social classes on the social and economic system.
10. discuss the role of the Catholic Church in the region.
11. recognize the combined influence of Indian and European customs on the culture.
12. compare area(s) to other regions/countries.
13. locate boundaries of the region.
14. identify the natural regions.
15. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
16. relate the distribution and variety of natural factors to patterns of settlement and economic development.
17. discuss modes of agriculture, types of industry and availability of natural resources.
18. describe demographic features of regions in the area.
19. name and locate political sub-units, capitals and major cities.
20. recognize the combined influence of Indian and European customs on the culture.
21. compare area(s) to other regions/countries.
22. locate boundaries of the region.
23. identify the natural regions.
24. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
25. relate the distribution and variety of natural factors to patterns of settlement and economic development.
26. discuss modes of agriculture, types of industry and availability of natural resources.
27. describe demographic features of regions in the area.
28. name and locate political sub-units, capitals and major cities.
29. name the causes of change and population growth.
30. describe the governmental system and compare it to other governments.
31. identify the major problems faced by people in this region.

D. Western European Culture Region

1. recognize that Western Europe is divided into distinct areas.

2. compare area(s) to other regions/countries.
3. locate boundaries of the region.
4. identify the natural regions.
5. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
6. relate the distribution and variety of natural factors to patterns of settlement and economic development.
7. discuss modes of agriculture, types of industry and availability of natural resources.
8. describe demographic features of regions in the area.
9. name and locate political sub-units, capitals and major cities.
10. name the causes of change and population growth.
11. describe the governmental system and compare it to other governments.
12. identify the major problems faced by people in this region.

E. Soviet Culture Region

1. identify the nations of the region and their political and economic ties to each other.
2. compare area(s) to other regions/countries.
3. locate boundaries of the region.
4. identify the natural regions.
5. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
6. relate the distribution and variety of natural factors to patterns of settlement and economic development.
7. discuss modes of agriculture, types of industry and availability of natural resources.
8. describe demographic features of regions in the area.
9. name and locate political sub-units, capitals and major cities.
10. name the causes of change and population growth.
11. describe the governmental system and compare it to other governments.
12. identify the major problems faced by people in this region.

F. North African-Southwest Asian Culture Region/Middle East

1. describe the political and religious conflicts of the area.
2. compare area(s) to other regions/countries.
3. locate boundaries of the region.
4. identify the natural regions.
5. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).

6. relate the distribution and variety of natural factors to patterns of settlement and economic development.
7. discuss modes of agriculture, types of industry and availability of natural resources.
8. describe demographic features of regions in the area.
9. name and locate political sub-units, capitals and major cities.
10. name the causes of change and population growth.
11. describe the governmental system and compare it to other governments.
12. identify the major problems faced by people in this region.

G. South Asian Culture Region

1. recognize that political and cultural conflicts can affect economic progress and national unity.
2. compare area(s) to other regions/countries.
3. locate boundaries of the region.
4. identify the natural regions.
5. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
6. relate the distribution and variety of natural factors to patterns of settlement and economic development.
7. discuss modes of agriculture, types of industry and availability of natural resources.
8. describe demographic features of regions in the area.
9. name and locate political sub-units, capitals and major cities.
10. name the causes of change and population growth.
11. describe the governmental system and compare it to other governments.
12. identify the major problems faced by people in this region.

H. East Asian Culture Region

1. assess the impact of East Asian economic development on the region and the world, particularly the United States.
2. compare and contrast the governments of China and Japan.
3. compare area(s) to other regions/countries.
4. locate boundaries of the region.
5. identify the natural regions.
6. locate the major physical features of the region (i.e. mountain ranges, lakes, river systems, etc.).
7. relate the distribution and variety of natural factors to patterns of settlement and economic development.
8. Discuss modes of agriculture, types of industry and availability of natural resources.

9. describe demographic features of regions in the area.
10. name and locate political sub-units, capitals and major cities.
11. name the causes of change and population growth.
12. describe the governmental system and compare it to other governments.
13. identify the major problems faced by people in this region.

I. African Culture Region

1. identify certain of the nations, capitals and major cities of the region.
2. discuss the advantages and disadvantages brought about by European colonization of Africa.
3. identify problems of modern technological society which are being faced by some African nations.
4. compare area(s) to other regions/countries.
5. locate boundaries of the region.
6. identify the natural regions.
7. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
8. relate the distribution and variety of natural factors to patterns of settlement and economic development.
9. discuss modes of agriculture, types of industry and availability of natural resources.
10. describe demographic features of regions in the area.
11. name and locate political sub-units, capitals and major cities.
12. name the causes of change and population growth.
13. describe the governmental system and compare it to other governments.
14. identify the major problems faced by people in this region.

J. Australia-Oceania Culture Region

1. identify certain of the nations, capitals and major cities of the region.
2. explain how isolation and ocean habitat have influenced this culture region.
3. compare area(s) to other regions/countries.
4. locate boundaries of the region.
5. identify the natural regions.
6. locate the major physical features of the region (i.e., mountain ranges, lakes, river systems, etc.).
7. relate the distribution and variety of natural factors to patterns of settlement and economic development.
8. discuss modes of agriculture, types of industry and availability of natural resources.

9. describe demographic features of regions in the area.
10. name and locate political sub-units, capitals and major cities.
11. name the causes of change and population growth.
12. describe the governmental system and compare it to other governments.
13. identify the major problems faced by people in this region.

V. Careers

A. Training and Preparation

1. identify interests and training as prerequisites to the field of geography education.
2. understand the potential fields of employment for those who possess training as a geographer.
3. know job requirements and training prerequisites for those with geography as a career goal.

B. Occupations

1. explain the career opportunities with a degree in a geography related field.
2. know semi or para professional career opportunities related to geography.

UNITED STATES HISTORY

The U.S. History content is organized chronologically because most history occurs in a cause and effect and sequential pattern. It is believed that a similar format in the graded course of study will provide the teacher with greater ease of use and adaptability in addition to wider flexibility. This does not preclude the use of topical thematic or other instructional approaches. Districts may wish to place primary emphasis on pre civil war in 8th grade U.S. History and post civil war in 11th grade U.S. History to better manage the extensive amount of content.

This is only a guide for those schools which are teaching American History at the eighth and eleventh grades on a survey basis. It can be adapted to meet your school's individual needs.

601 Skill development from various subject areas -- i.e., geography, economics, citizenship -- must be integrated and reinforced throughout. However, to avoid extensive repetition those learning outcomes are not always included in this list of learning outcomes.

PROGRAM OBJECTIVES

1. The students will appreciate the importance of locating, acquiring, organizing, evaluating, and communicating information.
2. The students will have an appreciation of and a personal commitment to their right and responsibilities as a citizen in a democratic society.
3. The students will develop an understanding of the history and heritage of our nation and the world that will enable them to deal with political, economic, and social aspects of their world.
4. The students will develop an understanding of the concepts of institutions, decision-making and citizenship with emphasis on the American system.

CONTENT OUTLINE FOR UNITED STATES HISTORY

- I. Historical Inquiry
- A. Definitions
 - B. Purposes
 - C. Methods of Historical Inquiry and Historiography
 - D. Individual History
- II. Discovery, Exploration and Early Colonization
- A. Geographic Knowledge
 - B. European Background and Early Exploration
 - C. Conflicting Ambitions
 - D. Spanish and English Rivalry
 - E. Major Social, Economic & Political Factors
 - F. Strengthened European Claims
 - G. Land Exploration & Geographic Barriers
- III. Colonial History
- A. Social, Economic, Political and Religious Motivations
 - B. Factors in the Natural Environment
 - C. Characteristics of New England, Middle, and Southern Colonies
- IV. American Revolution
- A. Britain's Victory Over France in 1763
 - B. Mercantilism
 - C. Major Causes
 - D. Revolutionary Activists
 - E. the Declaration of Independence
 - F. Advantages and Disadvantages of the British and Americans
- G. Major Military and Diplomatic Developments
- H. Important Consequences, Social, Economic, Political, & International
- V. Nationalization
- A. Problems With the Articles of Confederation
 - B. Constitutional Convention, Solutions, and Compromises
 - C. Check and Balance System and the Bill of Rights
 - D. Precedents Set by President Washington
 - E. Hamilton vs. Jefferson (Development of Political Parties)
 - F. Judicial Review
 - G. Neutrality, Isolation, and the War of 1812
 - H. National Culture
 - I. Jacksonian Democracy
- VI. Civil War and Reconstruction
- A. Social, Political, and Economic Differences Between the North & South
 - B. Slavery and the Abolitionists
 - C. Events Leading to War
 - D. Advantages of the North and South
 - E. Strategy, Weapons, Battles
 - F. Personalities
 - G. Reconstruction, Goals, Results and Impact on Modern America

VII. Expansion of the Frontier

- A. Territorial Expansion
- B. Northwest Ordinance & Land Policies
- C. Transportation Changes and Impact
- D. Manifest Destiny
- E. Mexican War
- F. Indians
- G. Last Frontier
- H. Turner Thesis

VIII. Industrialization and the Progressive Movement

- A. The American Farm
- B. Growth of Industry
- C. Laissez-faire
- D. Labor Movement
- E. Urbanization
- F. Immigration
- G. Populists and Progressives

IX. United States Becomes a World Power

- A. 19th Century Foreign Policy Principles
- B. Monroe Doctrine
- C. Imperialism
- D. Spanish-American War
- E. World War I: Causes and Reasons for U.S. Entry
- F. World War I: Strategy, Weapons, Battles, Impact of U.S. Participation
- G. Peace Settlement

X. 1920's

- A. Intolerance
- B. Prohibition
- C. Political Conservatism
- D. Women's Rights
- E. Automobile, Mass Media, Culture, and Social Changes

XI. Great Depression and the New Deal

- A. Depression: Definition and General and Specific Causes
- B. Impact of the Depression
- C. New Deal Programs and Agencies
- D. Franklin D. Roosevelt
- E. Culture and Society in the Thirties

XII. World War II

- A. Dictators and Neutrality
- B. Pearl Harbor
- C. Strategy, Weapons, and Battles, Hiroshima
- D. Home Front

XIII. Cold War and Detente

- A. Europe
- B. Korea
- C. China
- D. Cuba and Latin America
- E. Vietnam
- F. Middle East
- G. United Nations
- H. U.S. - Soviet Relations

XIV. Post-War Domestic Developments

- A. McCarthyism
- B. Elections and Politics
- C. Watergate
- D. Labor Unions
- E. Post-War Economics

XV. Civil Rights

- A. From Reconstruction Through World War II
- B. Prejudice and Discrimination
- C. Major Civil Rights Organizations
- D. Methods of Civil Rights Movement
- E. Major Achievements
- F. Martin Luther King Jr.
- G. Current Problems

XVI. Modern Technology

- A. To the Moon
- B. Automation/Technology
- C. Mass Media/Culture
- D. Social Change

XVII. Careers

- A. Training and Interests
- B. Historians

UNITED STATES HISTORY

The student will be able to:

I. Historical Inquiry

A. Definitions

historical
method

1. define history.
2. compare his/her definition with that of a recognized authority.

B. Purposes

1. list several reasons for studying history.
2. list several sources of history (newspaper, textbook, etc.).

C. Methods of Historical Inquiry and Historiography

hypothesizing

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1. classify information.
2. relate that historical investigations begin with a question.
3. explain how historical questions are formulated.
4. state an hypotheses.
5. distinguish between primary and secondary sources.
6. validate hypotheses.
7. collect data (take notes).
8. list criteria for distinguishing fact from fiction.
9. collect data from interviews.
10. define frame of reference.
11. prepare a historical essay about some historical event by using the techniques followed by the professional historian.
12. list sources of history (newspapers, magazines, textbooks, etc.).

D. Individual History

1. describe a personal family tree.
2. relate events in his/her life to his/her past.
3. relate the study of regional history to American history.

II. Discovery, Exploration and Early Colonization

A. Geographic Knowledge

1. describe geographic knowledge as it existed in 1400.
2. locate the geographic positions of the nations involved in the age of exploration.

B. European Background and Early Exploration

change

cause and effect

1. describe the influence of Marco Polo's journey.
2. describe the influence of the Renaissance and Reformation.
3. relate the importance of Moslem and Italian control of trade.
4. explain the activities of the Portugese in the development of navigational technology.
5. trace the journey of the early explorers on a map of the world.
6. list the achievements of the early explorers.

C. Conflicting Ambitions

nationalism

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1. describe the Portugese, Spanish, Dutch, French and British interest in the Western Hemisphere.
2. explain why conflicts developed among these nations.

D. Spanish and English Rivalry

1. recognize the purpose of Spanish colonization of the New World.
2. describe the family connections and rivalry between the Tudors of England and the Hapsburgs of Spain.
3. explain the plundering of the Spanish Main by English adventurers such as Sir Francis Drake et. al.
4. analyze the importance of the English victory over Spain in 1588.

E. Major Social, Economic and Political Factors

resources

trade

1. explain the importance of the search for the Northwest Passage.
2. relate the importance of the search for raw materials.
3. discuss the significance of the fur trade.
4. explain the importance of the need for new markets.
5. analyze the influence of mercantilism.

F. Strengthened European Claims

colonization

1. explain the effect of settlement.
2. evaluate the importance of missionary activity.
3. describe the significance of the building of fortifications.
4. locate areas claimed by the various nations.

G. Land Exploration and Geographic Barriers

1. locate geographic barriers to exploration and colonization.
2. recognize the factor of the vast distance across the Atlantic.
3. recognize the effect of the size of the land mass.
4. identify the mountainous areas of North America.
5. recognize the effect of waterfalls and "white water" areas of rivers.
6. evaluate the effect of geographic barriers on exploration and colonization.

III. Colonial History

A. Social, Economic, Political and Religious Motivations

freedom

1. describe the importance of self-esteem (i.e., pride, adventure, ambition).
2. discuss the significance of financial success and security.
3. describe the influence of self-government and political freedom.
4. analyze the importance of religious freedom to such groups as the Pilgrims, Puritans, Quakers, and Catholics.

B. Factors in the Natural Environment

resources

1. recognize the importance of developing consistent food sources.
2. relate the significance of the forest as a source for building materials, transportation and heat.
3. describe the importance of soil as a source of food production.
4. illustrate the use of water as a source of food, power and life.

C. Characteristics of New England, Middle, and Southern Colonies

culture

1. compare the educational developments.
2. describe the religious differences.

diversity

3. discuss the cultural variations.
4. compare the climate and soil conditions.
5. compare the economic differences.
6. discuss the social variations.
7. explain the political developments.
8. explain the significance of the Puritan Ethic.

IV. American Revolution

A. Britain's Victory over France in 1763.

- cause and effect
1. describe the major campaigns of the French and Indian War.
 2. discuss several effects that Britain's victory over France had on its relationship with its American colonies.
 3. locate on a map of North America the territory gained by Britain as a result of its victory over France.

B. Mercantilism

1. define mercantilism.
2. describe the major principles contained in mercantilism.
3. discuss at least two desired results of mercantilism for the parent country.
4. list several disadvantages of mercantilism for the American Colonies.
5. identify at least one long range effect of mercantilism on the American Colonies.
6. compare British colonial policy before and after the French and Indian War.
7. demonstrate how changes in British policy affected relations with the American Colonies by recording colonial reaction to these changes.
8. list the major provisions of Britain's "New Colonial" policy.
9. judge the reasonableness of the New Colonial policy by comparing British expectations from Americans with expectations from their own British citizens.

C. Major Causes

- cause and effect
1. distinguish between underlying and immediate causes of war.
 2. list several underlying causes of the American Revolution.
 3. list several immediate causes of the American Revolution.

conflict

democracy

4. list several reasons why individual Americans in 1775 had cause to rebel.
5. list several reasons why Americans in 1775 had cause to remain loyal to Britain.
6. compose a timeline showing British actions followed by American reactions from 1763-1775.
7. explain each of these events from the American and British points of view.
8. differentiate between a revenue raising tax (Stamp Act) and a regulatory tax (Sugar Act).
9. differentiate between an internal and external tax.
10. debate the philosophy of virtual versus actual representation.
11. assess the significance of a century of "salutary neglect" as a cause of the American Revolution.
12. describe the important personalities of the period 1763-1775 who played either a conciliatory or inflammatory role.
13. define economic sanctions (i.e., boycott).
14. test the effectiveness of economic sanctions from 1763-1775 by citing evidence of results achieved.

D. Revolutionary Activists

revolution

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leadership

1. describe the works of Thomas Paine.
2. assess the appropriateness of the statement, "Sam Adams was the architect of the American Revolution", by describing several of his revolutionary activities.
3. describe the work of the Sons of Liberty and the Committees of Correspondence.
4. relate the contributions to the revolutionary movement of the following: John Hancock, Patrick Henry, Richard Henry Lee, John Adams, Paul Revere, Billy Dawes, The Continental Congress, Thomas Jefferson, Haym Solomon, Robert Morris, Crispus Attucks, et. al.

E. The Declaration of Independence

revolution

1. name of the chief author of the Declaration of Independence.
2. appraise the Declaration of Independence as a "paste and scissors" document.
3. associate the major complaints expressed in the Declaration with the British acts to which they allude.
4. identify the perpetrators of the wrongs alluded to in the Declaration.
5. demonstrate an understanding of the expression "unalienable rights" by giving examples of such rights.

democracy

6. interpret the statement "all men are created equal" into a realistic statement that cannot be argued within a democratic setting.
7. assess the effect of the Declaration of Independence on the Revolution by hypothesizing on the chances of reconciliation with Britain after it was signed.
8. explain "government by consent of the governed."
9. Analyze the American experience at Valley Forge as it effected our moral.

nationalism

10. list the three parts of the Declaration of Independence.
11. compose a statement of philosophy of the Preamble of the Declaration of Independence in the students own words.
12. state reasons why the Preamble to the Declaration of Independence is the most important part of the document.
13. examine whether people have a right and a duty to revolt under certain circumstances by listing incidents in the American experience that might lead to a conclusion of just cause.

F. Advantages and Disadvantages of the British and Americans

conflict

1. compare advantages and disadvantages of the British and the Americans in each of the following areas: economic, political, military.
2. list several ways in which disunity hampered the American war effort.
3. discuss several reasons for colonial disunity.
4. list several reasons why it was difficult for Americans to finance the war.
5. evaluate the decision by the Second Continental Congress to use paper money by exploring the economic principles involved in inflation.
6. appraise the psychological value of leadership which inspires confidence by describing the leadership qualities of George Washington.

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loyalty

G. Major Military and Diplomatic Developments

conflict

1. describe the general strategy of the British and Americans in the war.
2. discuss the principal campaigns of the War.
3. locate on a map the important battles of the War.
4. explain the significance of major battles of the War.
5. list some of the important military leaders for each side.
6. explain how the American strategy was in part a guerilla war by citing examples of this strategy.
7. state important results of the battle of Saratoga.

cause and effect

8. assess the importance of the Franco-American alliance by discussing the French contribution to American victory.

- diplomacy
9. list the foreign military leaders who contributed to American victory.
 10. list the provisions of the Treaty of Paris of 1783.
 11. illustrate on a map of North America the extent of U.S., Spanish, French, British, and disputed holdings in North America after the Revolution.
 12. explain reasons why the Treaty of Paris 1783 on the whole favored the American states.
 13. describe Benjamin Franklin's efforts to gain assistance from abroad.
 14. define radical, revolution, patriot, Tory, mercenary, militia.

H. Important Consequences, Social, Economic, Political, and International

- cause and effect
1. compare economic, political, and social life in the U.S. after the war with the economic, political, and social life before the war.
 2. calculate the impact of American Independence as an influence on movements for independence or democracy in other countries by giving evidence of this influence.
- revolution
3. list several "new" political ideas that evolved from the American Revolution.
 4. express in essay form how American Democracy has been a beneficial influence on the world by listing several important tenets of the American political philosophy.
- democracy
5. measure the extent to which the events which are labeled the "American Revolution" were really revolutionary as these events are applied to a dictionary definition of the term.

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V. Nationalization

A. Problems With the Articles of Confederation

- nationalism
1. compare the government under the Articles of Confederation with the government under the Constitution.
 2. explain several weaknesses of the government under the Articles of Confederation
 3. analyze the significance of Shay's Rebellion as it effected the Articles of Confederation.

B. Constitutional Convention, Solutions, and Compromises

- compromise
1. identify the provisions of the Constitution that corrected the problems that existed under the Articles of Confederation.
 2. list the conferences and meetings which led to the Constitutional Convention.

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federalism

3. identify several major participants at the Constitutional Convention.
4. analyze the background of the delegates to the Constitutional Convention.
5. compare the positions of the large and small states on the organization of the national legislature.
6. describe decisions of the Constitutional Convention which were the result of compromise.
7. compare the positions of the northern and southern states on the issues of slavery.

democracy

8. compare the positions of the northern and southern states on the issues of economic powers for the new government.
9. compare the positions at the Constitutional Convention of those who wanted more democratic government and those who wanted a limited democratic system.

government

10. evaluate the long term effectiveness of the compromises of the Constitutional Convention.

C. Check and Balance System and the Bill of Rights

check and
balance

1. identify the primary responsibility of each branch of the national government.
2. list significant provisions of the Bill of Rights.
3. define the check and balance system.
4. compare the political philosophy of the Federalists and Anti-Federalists.
5. evaluate the role of the Federalist Papers in the ratification of the Constitution.
6. recognize examples of the check and balance system.
7. explain the provisions of the Constitution which make our government a federal system.

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D. Precedents Set by President Washington

leadership

1. explain the importance of the creation of the first cabinet.
2. describe examples of Washington's judgment of character.
3. identify the two-term tradition.
4. relate examples of Washington's relations with Congress which have set precedents.

E. Hamilton vs. Jefferson (Development of Political Parties)

politics

1. compare the political philosophy of Hamilton and Jefferson.
2. recognize examples of strict interpretation of the Constitution.
3. recognize examples of loose interpretation of the Constitution.

precedent

4. define a political party.
5. explain the changing political parties in the American political system.
6. discuss the significance of the election of 1800 in the development of a party system in America.
7. compare the original method of selecting president and vice president with the method used today.
8. value the peaceful transfer of power from one party to another following elections.

F. Judicial Review

democracy

1. define judicial review.
2. evaluate the role of John Marshall in strengthening the new federal government.
3. relate the facts in the case of Marbury vs. Madison.
4. relate the facts in the case of McCulloch vs. Maryland.
5. explain the significance of the following cases: McCulloch vs. Maryland, Gibbon vs. Ogden, Fletcher vs. Peck, Dartmouth College vs. Woodward.

G. Neutrality, Isolation, and the War of 1812

foreign policy

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neutrality

isolationism

1. define foreign policy.
2. distinguish between examples of foreign and domestic policy.
3. list the institutions which influence American foreign policy.
4. define neutrality.
5. define isolation.
6. list American foreign policy goals 1778-1823.
7. evaluate the success or failure of U.S. in achieving its foreign policy goals 1778-1823.
8. explain methods used by the U.S. 1718-1823 to achieve its foreign policy goals.
9. explain reasons why the U.S. went to war with England in 1812.
10. describe the strategy and nature of warfare in the War of 1812.
11. list the major battles of the War of 1812.
12. list the results of the War of 1812.

H. National Culture

nationalism

1. describe the type of literature and subjects of American authors of the early 19th century.
2. list examples of social reform initiated in the first half of the 19th century (prison, education, temperance, women's rights).

reform

3. name some American artists of the period 1800-1850.
4. Evaluate the European view of the American at this period of time.

I. Jacksonian Democracy

1. describe the development of political parties from 1800 to 1824.
2. explain the significance of the election of 1824.
3. recognize examples of "Jacksonian Democracy."
4. define the spoils system.
5. evaluate the impact Jackson had on the institution of the presidency.
6. compare the election campaigning and political party organization of the 1830's and the 1840's to today.

VI. Civil War and Reconstruction

A. Social, Political, and Economic Differences Between the North and the South

diversity

1. compare northern society with society in the South.
2. compare the family-sized agricultural activities in the North with the plantation-oriented South.
3. compare industrial development in the North with industry in the South.

culture

4. compare transportation in the North with what existed in the South.
5. compare public schools in the two regions.
6. compare the positions of the two regions on commerce, trade, and tariff.

states' rights

7. explain the use of the theory of nullification in reference to the tariff issue.

B. Slavery and the Abolitionists

slavery

1. explain the integral importance of slavery in the South, especially after the cotton gin.
2. describe the physical and social conditions under which Negro slaves lived and worked.
3. analyze the impact of the Missouri Compromise on political developments from 1820-1860.

reform

4. explain the origins of the abolitionist movement.
5. describe the influences of William Lloyd Garrison and others, both men and women, as leaders of the abolitionist movement.

leadership

6. relate the importance of blacks such as Frederick Douglass, David Walker, Harriet Tubman, and Sojourner Truth.

compromise

7. describe the effects of actual and potential slave rebellion.
8. explain the activities of the American Colonization Society.
9. describe the importance of the American Anti-Slavery Society.
10. describe the importance of the Underground Railroad.
11. explain the South's interest in a fugitive slave law and the North's interest in personal liberty law.
12. describe the importance of Clay, Calhoun, Douglas in the development of the Compromise of 1850.
13. explain the importance of the Compromise of 1850.

C. Events Leading to War

conflict

1. prepare a time line of the events leading to the Civil War.
2. explain the importance of the Free Soil Movement.
3. describe the concept of popular sovereignty as exemplified by the career of Stephen Douglas.

states' rights

4. relate the importance of the founding of the Republican Party.
5. recognize the importance of the lack of political leadership at the presidential level in the 1850's.

cause and effect

6. explain the development of "Bleeding Kansas."
7. reflect upon the significance of "Uncle Tom's Cabin" by Harriet Beecher Stowe in regard to its impact on slavery.
8. describe the activities of John Brown as an anti-slavery fanatic.
9. explain the importance of the Dred Scott Decision.
10. analyze the significance of the Lincoln-Douglas debates.
11. explain the rise of Abraham Lincoln and his election in 1860.
12. describe the secession movement in the South and the development of the Confederate States of America.
13. explain the events developing at Fort Sumter in Charleston Harbor.
14. discuss the importance of Lincoln calling for volunteers to restore the union.

D. Advantages of the North and South

resources

1. explain the importance of keeping the "border states" in the Union.
2. describe the importance of Abraham Lincoln as a successful leader.
3. analyze Lincoln's interpretation of the Constitution as it applied to the Civil War.
4. explain the industrial advantages of the North .
5. describe the significance of the railroads in the North.
6. discuss the importance of the North having twice the population of the South.

leadership

7. explain the importance of the diversified agricultural system in the North.
8. explain the banking and monetary system of the North.
9. explain why the South had better generals and soldiers at the beginning of the War.
10. analyze why the South's defending its homeland was an advantage.
11. describe how many Southerners were devoted to their cause.
12. compare the governments and internal political problems of the North and South.

E. Strategy, Weapons, Battles

conflict

diplomacy

1. explain the importance of "cotton diplomacy" followed by the South.
2. describe the dispersed--defensive strategy followed by the South.
3. describe Robert E. Lee's strategy of carrying the war to the North (offensive--defensive).
4. discuss the Northern need for foreign nations to remain neutral.
5. describe the Anaconda Plan as the main military strategy of the North.
6. analyze the impact of the Emancipation Proclamation on the conduct of the war.
7. describe the importance of the attempts to capture Richmond by the North.
8. compare the use of the military draft by both sides.
9. explain why the Civil War is considered the first modern war in history.
10. describe the importance of the major battles of the Civil War.

F. Personalities

leadership

1. describe the role of Robert E. Lee.
2. explain the role of Jefferson Davis.
3. describe the activities of T.J. "Stonewall" Jackson.
4. explain the importance of brilliant Confederate cavalry officers such as J.E.B. Stuart and Nathan Bedford Forrest.
5. discuss the activities of Abraham Lincoln.
6. recognize the role of George McClellan.
7. explain the activities of Clara Barton.
8. describe David Farragut's role.
9. describe Ulysses S. Grant's pre-eminent role.
10. explain William Tecumseh Sherman's role.
11. describe the activities of Phillip Sheridan.
12. explain the activities of Clement Vallandigham
13. analyze the activities of Charles Francis Adams.
14. compare the military leadership of the North and the South.

G. Reconstruction, Goals, Results and Impact on Modern America

reform

1. explain the ten percent plan of Abraham Lincoln.
2. describe the circumstances surrounding the assassination of Lincoln.
3. appraise the performance of Andrew Johnson as President of the U.S.
4. describe the struggle which developed between the President and Congress over Reconstruction.

conflict

5. explain the impeachment of Andrew Johnson.
6. appraise the congressional reconstruction plan.
7. identify the 13th, 14th, and 15th Amendments.
8. describe the South's reaction to congressional reconstruction.
9. explain the corruption in American politics following the Civil War.
10. describe how Reconstruction came to an end.
11. analyze the long-term effects of Reconstruction on the blacks in the latter 19th century.
12. demonstrate how the modern civil rights movement is related to the Reconstruction Era.

VII. Expansion of the Frontier

A. Territorial Expansion

nationalism

1. recognize how the Treaty of Paris of 1783 provided the U.S. with a vast territory.
2. explain the circumstances surrounding the development of the Louisiana Purchase.

imperialism

3. describe the importance of the Lewis and Clark Expedition.
4. explain the importance of the Adams-Onís Treaty of 1819 and the acquisition of Florida.
5. explain the significance of the major trails to the West - such as Oregon, Santa Fe, California, and Mormon.
6. describe the importance of the annexation of Texas.
7. explain how the Oregon question was settled in 1846.
8. explain the settlement of the Salt Lake Basin by the Mormons.
9. discuss the acquisition of the Mexican Cession of 1848.
10. describe the importance of the Gadsden Purchase.
11. explain the significance of the purchase of Alaska in 1867.

B. Northwest Ordinance and Land Policies

1. explain the importance of the Land Ordinance of 1785.

migration

2. describe the political development provided by the Land Ordinance of 1787.
3. explain the changing land policy of the federal government from 1812 to 1820.
4. analyze how the different sections of America disagreed concerning land policies.
5. describe the importance of the Preemption Act in effect from 1841-1891.
6. explain the importance of the Homestead Act of 1862.
7. describe the significance of the Timber Culture Act of 1873.

C. Transportation Changes and Impact

change

1. explain the importance of the "turnpikes" in the late 18th century.
2. describe the significance of water transportation in the late 18th century.
3. recognize the importance of Robert Fulton's invention of the steamboat.
4. explain the importance of the construction of the Cumberland or National Road.

resources

5. describe the importance of the building of the Erie Canal 1817-1825.
6. analyze the significance of the introduction of the railroad in America in 1831.
7. describe the building of the first transcontinental railroad and the expansion of the 19th century railroads.
8. locate significant transportation developments on a map.

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D. Manifest Destiny

imperialism

1. define Manifest Destiny.
2. recognize the religious implications of this doctrine.
3. explain the political impact of this doctrine (James K. Polk's success).
4. describe the territorial expansion caused by this doctrine.
5. analyze whether this doctrine was a form of imperialism.

E. Mexican War

conflict

1. explain the important causes of the war.
2. describe the campaigns led by Zachary Taylor.
3. explain the importance of the activities of Stephen Kearney and John C. Fremont.
4. recognize the importance of the achievements of Winfield Scott.
5. explain the various parts of the Treaty of Guadalupe Hidalgo.
6. explain how this war was an unplanned rehearsal for the Civil War.
7. explain how the outcome of the war aggravated the slavery issue.

F. Indians

1. describe how the Indians were treated in colonial times.
2. explain the importance of Pontiac's rebellion.
3. recognize the importance of the Treaty of Greenville.
4. describe the process of extinguishing the Indian land claims east of the Mississippi River.
5. explain the importance of Tecumseh as a leader of an Indian Confederation.
6. describe the significance of the removal policy as practiced by the federal government while Andrew Jackson was President.
7. explain the policy of the federal government which made the Indians wards of the nation after the Civil War.
8. describe the Indian wars in the West in the latter 19th century.
9. analyze the significance of the Dawes Act of 1887.
10. explain the effects of the destruction of the buffalo on the Plains Indians.
11. explain the development of Indian policy in the 20th century.

G. Last Frontier

resources

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frontier

1. explain the importance of the mining kingdom.
2. describe the significance of the cattle kingdom.
3. explain the importance of the agricultural settlement of the Plains.
4. describe the need for law and order on the frontier.
5. explain the importance of the lumbering activities.

H. Turner Thesis

democracy

1. explain how the development of democracy and social equality was influenced by the frontier.
2. explain the safety valve influence of the frontier.
3. describe the impact of the disappearance of the last frontier in the West.

VIII. Industrialization and the Progressive Movement

A. The American Farm

adaptation

1. recognize the farm as a significant factor in America's economic growth.
2. recognize that the U.S. was essentially an agrarian society until 1860.
3. locate the Great Plains on a map of the U.S.
4. list several problems encountered by farmers of the Great Plains (scanty wood and water, quarrels with cattlemen, drought, grasshopper plagues, ruined farm machinery, interest rates on mortgages, etc.).

5. relate at least one solution to each of the problems faced by farmers.
6. list several pleasures or benefits derived from a farming career.
7. discuss the economic benefits of barbed wire to farmers.
8. report on how technology and science have influenced methods of farming.
9. explain the effect of industrialization and urbanization on the American farm.

B. Growth of Industry

leadership

1. evaluate the contribution of Samuel Slater, Eli Whitney, Samuel Colt, Frances Cabot Lowell to the early development prior to 1860.
2. describe the rapid industrialization after 1860 (geographic location, etc.).
3. list several factors that enhanced rapid industrialization.
4. identify the early forms of business organizations.

economic growth

5. explain the limitations of the early forms of business.
6. describe the organization of a corporation.
7. list methods used by corporations to raise money (types of stock, bonds, et.al.).
8. list the advantages and disadvantages of the corporation.
9. describe the different forms of business consolidations (pools, trusts, holding companies, etc.).

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10. list specific examples of business consolidations (oil, meat packing, steel).
11. list several advantages and disadvantages of big business.
12. identify the important industrial leaders between 1865-1900.
13. explain the importance of transportation to growth of industry.
14. examine the relationship of growth of industry to growth of cities.
15. identify several problems created by industrialization.
16. describe the changing social and recreational activities resulting from industrialization.
17. evaluate the need for expanded education created by industrialization.
18. recognize that industrial leaders used political power to further their economic purpose.
19. read and interpret charts and graphs showing economic data and use GNP to describe economic changes.
20. give examples of changes in America from 1869-1929, including population, living conditions, working conditions and standard of living.
21. state and support an hypotheses explaining reasons for economic growth.
22. evaluate personal qualities and attitudes of American businessmen of the last half of the 19th century and explain their contributions to the economic growth of the nation (Carnegie, Vanderbilt, Astor, Rockefeller, etc.).
23. list and explain examples of competition, cost, price, profit, monopoly.219

C. Laissez-faire and Government Regulation

laissez-faire

1. define laissez-faire.
2. evaluate the tariff policy of the government in the 19th century and its influence on the growth of industry.
3. debate the merits of government regulation.
4. list several reasons for the emergence of government regulation.
5. recall the principal provisions of the early regulatory legislation (ICC, Sherman Anti-Trust Act, Clayton Act).

reform

6. review the weaknesses of the Sherman Anti-Trust Act.
7. describe the works of several of the "Muckrakers."
8. assess the importance of "Muckrakers" as agents of change.
9. discuss the influence of Theodore Roosevelt and Woodrow Wilson on government regulation of business.
10. discuss Social Darwinism as an economic philosophy.
11. state an opinion supported by facts, examples, and reasons explaining what you think is the most desirable relationship between private enterprise and government.

D. Labor Movement

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labor unions

1. recall the background of production systems (guild, domestic, factory).
2. list several reasons why workers formed unions and went on strike.
3. describe the opposition to labor organizations from management, government, general public.

reform

4. list the first national unions (National Labor Union, Knights of Labor, American Federation of Labor).
5. compare the philosophy and organization of the A.F.L. with the earlier national unions.
6. discuss the background and significance of notable strikes (i.e., Homestead Strike, McCormick Strike--Hymarket Riot, Pullman Strike).
7. list several reasons why it was difficult to organize labor.
8. list several contributions of the labor movement.
9. explain the effects of changing methods of production on working conditions.
10. list several examples of welfare/fringe benefits offered workers by industry to discourage the formation of unions.
11. explain several methods used by unions to organize workers and win their demands in labor management disputes.
12. describe several examples of methods used by employers, government, media and other institutions to discourage formation of unions and prevent the success of strikes (blacklist, scab, lockout, yellow-dog contract).

13. compare the Knights of Labor, the AFL, and the radical organizations such as anarchists, IWW, Molly McGuires.
14. describe the process of collective bargaining.

E. Urbanization

urbanization

1. describe several urban problems created by rapid growth of cities 1860-1920.
2. describe the results of social reforms in correcting the urban evils.
3. describe the types of city government and their strengths and weaknesses in dealing with urban problems.
4. describe and give examples of the background, personal qualities, training and political techniques of city political bosses.
5. list several examples of methods used by political bosses to gain personal wealth.

reform

6. explain what is meant by city government reform and give several examples.
7. explain initiative, referendum, recall, planning, city manager, civil service, commission, franchise, home rule, strong mayor, zoning, and settlement house.
8. list several social, political, economic factors that determine the location of cities.
9. list some characteristics of cities that lured rural Americans.
10. relate the significant impact of immigrants on the growth of cities.
11. list several social, economic, political effects that the growth of cities had on the U.S..

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F. Immigration

migration

1. use the concepts of role, status, norms, social class accommodations, assimilation and amalgamation in discussing immigration.
2. list the waves of immigration and indicate the relative time in American history when they occurred.

diversity

3. state specific examples of the causes or reasons for immigration to America.
4. state specific examples of problems encountered by immigrants after arrival in America.
5. identify the basic content and intent of immigration legislation, including Alien and Sedition Act, Chinese Exclusion Act, Literacy Act, and Gentlemen's Agreement, Quota laws of the 1920's, and present immigration laws.
6. state an opinion based on logic and facts concerning present and future immigration policy of America.
7. relate specific examples of contributions made by immigrants to the building of America, cultural heritage, the economy and the quality of American life.
8. trace part of his/her immigrant heritage.

G. Populists and Progressives

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| reform | 1. describe the Granger movement. |
| | 2. discuss the causes and characteristics of the Populist movement. |
| | 3. list evidence that Populist thinking, both in its best and worst aspects, has survived 20th century American politics. |
| | 4. compare the nature of the Populist revolt with a protest movement in our own time. |
| money | 5. explain some of the ideas and proposals of the Populist movement (i.e., The Omaha Platform, Bryan's "Cross of Gold" speech). |
| leadership | 6. relate the changes advocated for the political system by the Populists. |
| | 7. identify the proposals which seem to suggest techniques for establishing a fairer distribution of wealth and economic opportunity in American society. |
| politics | 8. describe the Populist attitudes toward technology and industrialization. |
| | 9. explain why Bryan thought that currency reform was the "paramount issue." |
| | 10. discuss the Free Silver movement of the late 19th century. |
| | 11. discuss the success or failure of the Populist party in the elections of 1892 and 1896. |
| | 12. recall Jacob S. Coxey's march on Washington. |
| | 13. compare populism with progressivism. |
| | 14. describe the role played by the "Muckrakers" in the progressive movement. |
| | 15. recall Robert La Follette's "Wisconsin idea." |
| | 16. list several reform leaders on the local and state levels and their accomplishments. |
| | 17. compare the progressive program of Theodore Roosevelt with that of Woodrow Wilson. |
| | 18. relate the purpose of trust busting. |
| | 19. list several reforms promised in Wilson's "New Freedom." |
| | 20. evaluate the 16th, 17th, and 19th Amendments as progressive amendments. |
| | 21. list important events in the life of Theodore Roosevelt before he became President. |
| | 22. describe the impact of T. Roosevelt on the Progressive movement. |
| | 23. describe the cultural developments of the late 19th century. |

IX. United States Becomes a World Power

A. 19th Century Foreign Policy Principles

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| foreign policy | 1. recall the terms foreign policy and domestic policy. |
| | 2. recall isolation as a foreign policy. |

3. list examples of how the U.S. during the 19th century followed an isolationist foreign policy.
4. recall neutrality as a foreign policy.
5. list examples of how the U.S. during the 19th century followed a foreign policy of neutrality.

B. Monroe Doctrine

imperialism

conflict

1. recall the specific provisions of the Monroe Doctrine.
2. explain the reasons the Monroe Doctrine was proclaimed.
3. compare the Roosevelt Corollary to the original Monroe Doctrine.
4. define dollar diplomacy.
5. list examples of dollar diplomacy.
6. discuss the Pan-American movement and organizations.
7. define intervention.
8. describe the events which led to the U.S. Policy of "Watchful Waiting."
9. describe the "Good Neighbor Policy."
10. evaluate the effectiveness of U.S. Policy toward Latin America during the 19th and early 20th century.

C. Imperialism

1. define imperialism.
2. explain reasons why a nation would follow an imperialist policy.
3. locate on a map of the world the following: Samoa, Pago Pago, Alaska, Hawaii.
4. explain how each of the following became American territory: Samoa, Pago Pago, Alaska, Hawaii.
5. debate the merits of a democratic nation following a foreign policy of imperialism, especially in regard to the Anti-Imperialist League.

D. Spanish-American War

1. explain several causes of the Spanish-American War.
2. list examples of Yellow Journalism.
3. discuss the Cuban Revolution.
4. evaluate the destruction of the Maine as a cause for war.
5. evaluate the military preparedness of U.S. and mobilization for the Spanish-American War.
6. identify significant battles in the Spanish-American War.
7. locate on a map the U.S. territorial gains resulting from the Spanish-American War.

8. describe actions by Theodore Roosevelt which established the U.S. as a world power.
9. discuss the events leading to U.S. building the Panama Canal.
10. evaluate the importance of the Panama Canal today.

E. World War I: Causes and Reasons for U.S. Entry

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| conflict | 1. list significant causes for the outbreak of World War I. |
| cause and effect | 2. identify examples of nationalism, imperialism, systems of alliances, militarism, and international anarchy. |
| foreign policy | 3. explain how each of the following contributed to the outbreak of WWI: nationalism, imperialism, systems of alliances, militarism, and international anarchy. |
| internationalism | 4. describe the major alliance systems preceding WWI. |
| | 5. describe the methods used by the U.S. in its attempts to remain neutral after the outbreak of World War I. |
| | 6. list the reasons U.S. entered World War I such as unrestricted submarine warfare and the Zimmerman telegram |

F. World War I: Strategy, Weapons, Battles, Impact of U.S. Participation

1. describe the type of warfare in World War I.
2. list examples of new weapons developed and used during World War I.
3. identify significant battles of World War I.
4. explain the effect of the Russian Revolution on the outcome of the War.
5. evaluate how the U.S. affected the outcome of the War.
6. explain how the U.S. mobilized for WWI.
7. discuss how World War I changed America's way of life.
8. define ultimatum, offensive, sanction, mobilization, blockade, atrocities, armistice, mandate, Big Four.

G. Peace Settlement

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| | 1. interpret the purpose of some of Wilson's Fourteen Points. |
| | 2. list some of the provisions of the Versailles Treaty following WWI. |
| | 3. analyze the reasons the U.S. did not join the League of Nations. |
| | 4. evaluate the success or failure of the peace settlement following World War I. |
| isolation | 5. predict how the course of history would have been changed if the U.S. had joined the League of Nations. |

X. 1920's

A. Intolerance

intolerance

1. recall the term intolerance.
2. explain how U.S. entrance into World War I created a climate for intolerance. (i.e., dropping study of German from curriculum people beaten for making speeches against the War, dangerous to speak German in public).
3. discuss the Red Scare.
4. recall that Labor Strikes were viewed as a Communist threat.
5. discuss the Black Scare (Chicago race riot, July, 1919).
6. discuss the rise of the KKK in the 1920's.
7. interpret the KKK philosophy.
8. identify examples of intolerance today.
9. assess immigration restrictions as an expression of intolerance.
10. discuss the Sacco-Vanzetti case.

B. Prohibition

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reform

1. discuss the causes for the adoption of the 18th Amendment.
2. explain the 18th Amendment to the Constitution.
3. define "bootlegger" and "speakeasies."
4. describe the bootleg activities of Al Capone and other gangsters.
5. describe the social problems created by the 18th Amendment.
6. discuss the provisions of the Volstead Act.
7. report on the efforts of prohibition agents to enforce prohibition.
8. explain why prohibition was viewed by many Americans as an infringement of their individual freedom.
9. debate whether an individual should be expected to give up his freedom to the extent of conforming to dominant standards of behavior.

C. Political Conservatism

politics

1. define political conservatism.
2. name the Presidents who served during the 1920's and state the party to which they belonged.
3. discuss the scandals associated with the Harding Administration.
4. express the significance of Harding, Coolidge, and Hoover's views on the role of government and business in the nation's economy.
5. relate Coolidge's stand on the war debt owed to the United States by European nations.

6. describe the positions of Harding, Coolidge and Hoover on the tariff issue.
7. describe the government's response to strikes during the 1920's.
8. appraise the political conservatism in the following quotes: "Back to Normalcy".
9. compare the political climate of the 1920's with the Progressive Era.

D. Women's Rights

reform

1. review the women's rights movement in America.
2. identify several important leaders in the women's rights movement.
3. identify the 19th Amendment.
4. list methods used by women to gain the right to vote.
5. explain why many people opposed woman suffrage.
6. describe the development of the liberated woman of the 1920's i.e flappers.
7. discuss gains made by women for equality in politics and in economics.
8. list some areas of discrimination against women today.
9. discuss the proposed Equal Rights Amendment.

E. Automobile, Mass Media, Culture, and Social Changes

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values

1. discuss changes in the American population and economy in the 1920's which made conflicts in values almost inevitable.
2. identify the traditional values which seemed to be threatened most.
3. compare value conflicts today with those of the 1920's.
4. define fundamentalism.
5. explain why fundamentalists felt threatened in the 1920's.
6. define materialism as it applies to society and its values.
7. debate if Americans became more materialistic in the 1920's.
8. debate if materialistic values weaken a society.
9. explain how automobiles, movies, radio and spectator sports changed American culture.
10. list inventions and technological changes introduced during the 1920's.
11. list some of the "heroes" of the 1920's.
12. debate "Heroes are a reflection of our values."
13. analyze the 1920's as a period of conflict of values.

technology

XI. Great Depression and the New Deal

A. Depression: Definition and General and Specific Causes

depression

1. list the characteristics of a depression.

2. discuss specific examples of the causes of the depression beginning in 1929.
3. describe the efforts of President Hoover to solve America's economic problems.

B. Impact of the Depression

1. explain how each of the following was affected by the depression: migrants, banks, industry, farmers, stock market, unemployed.
2. describe the effects of the depression on a typical American family.
3. discuss how American families responded to the problems of the depression.

C. New Deal Programs and Agencies

reform

1. compare Roosevelt's economic philosophy with that of Hoover.
2. describe the New Deal activities in each of the following areas: relief, recovery, reform.
3. list examples of New Deal programs with each of the following purposes: relief, recovery, reform.
4. evaluate the effectiveness of New Deal programs designed to accomplish each of the following goals: stabilize financial institutions, stimulate the economy, improve rural life, reduce unemployment, promote economic and social reform.
5. explain the NRA.
6. list the various activities of the Tennessee Valley Authority.
7. list the arguments supporting and opposing the New Deal.
8. evaluate the effectiveness of the New Deal.
9. evaluate the present programs and agencies designed to prevent the repeat of a depression as severe as 1929.
10. differentiate between the attacks on the New Deal from the Right and from the Left.
11. describe the development of labor unions in the 1930's (National Labor Relation Act, C.I.O.).

D. Franklin D. Roosevelt

leadership

1. discuss the life and activities of Franklin Roosevelt before he was elected President.
2. identify the personal characteristics of Roosevelt which were significant in his presidency.
3. explain how Roosevelt reestablished confidence in the government.
4. recognize that Roosevelt did not end the depression.

5. list examples of ways Roosevelt expanded the institution of the presidency.
6. list examples of ways Roosevelt expanded the role of the national government in the economy.
7. explain how Roosevelt formed a new Democratic party majority

E. Culture and Society in the Thirties

culture

1. describe examples of mass media in the 1930's including radio, movies, comics.
2. identify examples of modernist influences in architecture and design.
3. interpret the literature of the 1930's (i.e., William Faulkner and John Steinbeck).
4. identify the music of the 1930's.

XII. World War II

A. Dictators and Neutrality

totalitarianism

1. explain the rise of Benito Mussolini as dictator of Italy.

leadership

2. analyze the rise of Adolf Hitler as dictator of Germany.
3. describe the military influences important in Japan in the 1930's.
4. explain the impact of Josef Stalin's rule on the U.S.S.R.

neutrality

5. describe the passage of a series of Neutrality Acts by Congress in the 1930's.

cause and effect

6. analyze how the U.S. began to shift gradually from a policy of neutrality to involvement in the late 1930's.

conflict

7. discuss the causes of World War II (i.e., Versailles Treaty, Totalitarian Philosophies, Master Race Concept, etc.) .

internationalism

8. explain the significance of the Destroyer Deal with England in 1940.
9. describe the importance of the Lend Lease Act passed by Congress.
10. analyze the significance of the Atlantic Charter developed in August, 1941.

B. Pearl Harbor

1. analyze the history of Japanese-American relations.
2. explain the importance of the breaking of the Japanese secret code.
3. analyze the impact of the U.S. economic sanctions against Japan.
4. appraise the long-term and short-term impact of the Japanese bombing of Pearl Harbor.

C. Strategy, Weapons, and Battles, Hiroshima

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| diplomacy | 1. analyze the importance of the Germany-First strategy developed by the U.S. |
| technology | 2. analyze the important diplomatic meetings held by the Allies during World War II, especially Yalta. |
| | 3. explain the significance of new electronic developments such as sonar and radar, et. al. |
| | 4. describe the importance of the Manhattan Project. |
| | 5. explain the development of the convoy system as a means to aid England and our other Allies. |
| mobilization | 6. analyze the impact of Allied bombing of Germany. |
| | 7. explain the defeat of the Afrika Korps in North Africa. |
| | 8. describe the Mediterranean operations which led to the invasions of Sicily and Italy. |
| | 9. explain the importance of the invasion of Normandy (D-Day), June 6, 1944. |
| | 10. describe the victories experienced by the Allies in France in 1944. |
| | 11. analyze the importance of the war against Germany on the Eastern front (Stalingrad). |
| | 12. describe the importance of the Underground as a part of the war against Hitler. |
| | 13. recognize the importance of the Battle of the Bulge. |
| | 14. analyze Allied strategy involved with the capture of Berlin. |
| | 15. describe the importance of the Nuremberg Trials (Extermination Camps). |
| | 16. explain how the U.S. carried on an aggressive war against Japan. |
| | 17. describe the early victories won by the Japanese in the South Pacific (the capture of the Philippines et. al.). |
| | 18. analyze the importance of Doolittles' Raid on Tokyo. |
| | 19. explain the importance of the Battles of the Coral Sea and Midway as turning points in the Pacific War. |
| | 20. explain the significance of the Battle of Guadalcanal. |
| | 21. analyze the Leap Frog strategy developed by Douglas MacArthur. |
| | 22. describe the importance of the aircraft carrier as a naval weapon in the Pacific War. |
| | 23. explain the importance of General Joseph Stillwell and the Allied efforts in China against Japan. |
| | 24. identify the importance of the late battles in the South Pacific such as Iwo Jima and Okinawa. |
| | 25. analyze the rationale involved in the uses of the Atomic bomb against the Japanese. |
| | 26. appraise the short and long term effect of Hiroshima and Nagasaki. |

D. Home Front

- mobilization
1. describe industries role which made the U.S. the supply base for the Allies during World War II.
 2. explain the draft system developed in the U.S.
 3. analyze how the work force expanded as needed during the War (women working).
 4. describe how the Unions contributed to the war effort.
 5. explain the importance of the Fair Employment Practices Commission.
 6. analyze farmer prosperity during the War.
 7. appraise the Federal government's efforts to fight inflation during the war (price - rationing).
 8. explain how the War was financed by the American government.
 9. analyze why the Japanese-Americans were mistreated.
 10. appraise why World War II is considered a "popular war."

XIII. Cold War and Detente

A. Europe

- 139
- cold war
- conflict
- communism
1. define what is meant by the term Cold War.
 2. define what the term containment means.
 3. describe the economic and political conditions which existed in Europe after World War II.
 4. explain what Churchill meant by the term "Iron Curtain."
 5. explain what is meant by the Truman Doctrine.
 6. analyze the significance of the Marshall Plan.
 7. describe the development of the Berlin Blockade and subsequent airlift.
 8. discuss the development of the North Atlantic Treaty Organization.
 9. explain the development of the Warsaw Pact in the 1950's.
 10. describe the Hungarian Revolt in 1956.
 11. describe the importance of the European Common Market.
 12. evaluate the effectiveness of Russian control of Eastern European satellites (i.e., Czechoslovakia, Poland, etc.).
 13. describe how the United States and the Soviet Union emerged as the two post War II superpowers.

B. Korea

- foreign policy
1. describe how this area was divided as a result of World War II.

2. explain North Korea's invasion of S. Korea and Truman's subsequent action.
3. recognize the importance of the U.N. Security Council's action in response to the invasion (police action).
4. describe the important campaigns of the Korean War.
5. analyze the dismissal of General Douglas MacArthur as commander of U.N. Forces.
6. explain the Korean War as a virtual stalemate.
7. explain subsequent problems which have developed because of the continued division of Korea.

C. China

1. explain U.S. support of Chiang Kai Shek after World War II.
2. explain the victory which Mao Tse Tung and his Communist followers won in 1949.
3. describe U.S. continued support of Nationalist China on Taiwan in the 1950's and 1960's.
4. explain China's involvement in the Korean War.
5. examine U.S. policy toward Red China in the 1950's and 1960's.
6. analyze President Nixon's visit to mainland China in 1972 and "Ping Pong" diplomacy.
7. evaluate recent U.S. China Policy.

D. Cuba and Latin America

1. describe the type of government which existed in Cuba under Fulgencio Batista.
2. explain the revolt led by Fidel Castro and its subsequent success.
3. analyze American involvement in the Bay of Pigs invasion.
4. describe what is meant by the term Fidelisimo.
5. explain the development of the Alliance For Progress.
6. analyze the development of the Cuban Missile Crises of 1962.
7. describe the chronic problem which Cuba has been to the U.S. even to the present.
8. evaluate current U.S.-Latin American relations especially in regard to El Salvador and Nicaragua, etc.

E. Vietnam

1. describe the political conditions in S.E. Asia after World War II.
2. explain America's support of the French in the struggle with Ho Chi Minh.

foreign policy

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| | 3. define the domino theory. |
| | 4. explain U.S. support of a South Vietnamese government in the 1950's and 1960's. |
| conflict | 5. describe the escalation of U.S. involvement in Vietnam, especially during the presidency of Lyndon B. Johnson. |
| | 6. analyze the "Vietnamization" policy as developed by President Nixon. |
| | 7. appraise the long-term effects of U.S. involvement in Vietnam. |
| | 8. compare the positions of Hawks and Doves on the Vietnam War. |
| | 9. list the various groups in American society who opposed the Vietnam War. |
| dissent | 10. discuss examples of the methods used to protest the Vietnam War. |
| | 11. evaluate the impact of media, including television, in influencing American's opinion on the Vietnam War. |
| | 12. debate the circumstances under which a citizen in a democracy may deliberately violate the laws. |
| | 13. explain the effect of the various protests and demonstrations on the actual foreign policy decisions relative to the Vietnam War. |

F. Middle East

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| foreign policy | 1. explain the role the United States played in the development of an independent state of Israel. |
| 141 | 2. describe the importance of oil from the Middle East. |
| | 3. explain U.S. support of Israel. |
| trade | 4. describe the importance of Gamal Nasser as head of the Egyptian government. |
| | 5. explain the Suez Crisis. |
| | 6. define what is meant by the Eisenhower Doctrine. |
| foreign policy | 7. explain the chronic problem caused by the Arab-Israeli Conflict. |
| | 8. describe the importance of the oil embargo in the early 1970's. |
| | 9. explain the activities of OPEC (Organization of Petroleum Exporting Countries). |
| | 10. explain the causes for U.S.-Iranian conflict. |
| | 11. evaluate current U.S.-Mideast policy |

G. United Nations

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|------------------|--|
| internationalism | 1. describe U.S. involvement in the founding of the United Nations. |
| | 2. describe the basic structure of the U.N. and how it functions (security council, general assembly, etc.). |
| | 3. analyze the effectiveness of the U.N. in dealing with various threats to peace in the period 1945- to the present. The Middle East, Korea crises, Vietnam, Iran et. al. |

H. U.S. - Soviet Relations

detente

1. define the term detente.
2. describe the policy of brinkmanship as associated with John Foster Dulles.
3. explain the development of the policy of peaceful coexistence in the 1950's after the death of Stalin.
4. describe the development of Summit Meetings in the late 1950's.
5. explain the impact of Khrushchev's visit to the U.S. in 1959.
6. analyze the effect of the U-2 Incident on U.S.-Soviet Relations.
7. explain the importance of the Test-Ban Treaty of 1963.
8. describe the development of the Nonproliferation Treaty of 1968.
9. analyze the development of SALT which led to SALT I and potentially SALT II.
10. describe the softening of relations between the U.S. and the USSR after the Cuban Missile Crisis.
11. list examples of scientific, economic, cultural cooperation between the U.S. and USSR.
12. debate the effectiveness of current U.S.-Soviet policy.
13. analyze the impact that Nikhail Gorbachev has had on U.S.-USSR relations.

XIV. Post-War Domestic Developments

A. McCarthyism

intolerancy

1. explain the threat of communist subversion in the U.S. in the post-war period.
2. evaluate the laws passed to deal with this threat (National Security Act 1947).
3. list examples of investigations by the House UnAmerican Activities Committee (i.e., Chambers-Hiss).

loyalty

4. evaluate the methods used to combat Communist subversion (loyalty checks, HUAC).
5. report the major events in the career of Joseph McCarthy.
6. compare the contrasting views of McCarthy and his methods.
7. debate the rights of the Communist Party in a democratic society.
8. identify the significance of the Rosenberg case.

B. Elections and Politics

politics

1. analyze the background of Harry Truman which would qualify him to be President.
2. explain the Fair Deal program as developed by Harry Truman.

leadership

3. analyze the upset victory won by Harry Truman in the Presidential Election of 1948.
4. list candidates and issues in the elections from 1952 to the present.
5. discuss the characteristics and qualifications of presidential candidates during the period 1952 to the present.
6. evaluate the role of the media in the election process in America.
7. explain the reasons for landslide elections (1964, 1972, 1980, 1984).
8. compare the political philosophy of the Republican and Democratic Parties during the period 1952 to the present.
9. identify political issues and positions on proposed legislation in terms of Liberal/Conservative.
10. identify political issues and positions on proposed legislation in terms of Republican/Democratic support.
11. interpret the role of third party or independent candidates in American politics.
12. describe in detail the life of one post-war president.

C. Watergate

government

143 checks and
balances

1. list the events of the 20th century which resulted in increasing powers of the presidency.
2. identify the actions of the Nixon administration which led to his ultimate resignation.
3. explain the procedures for presidential succession established by the 25th Amendment.
4. recall the major events of "Watergate."
5. evaluate the change in the powers of the presidency resulting from Watergate.

D. Labor Unions

labor unions

1. explain labor unrest after World War II.
2. list new groups of workers who were unionized during the post war period.
3. explain provisions of the Taft-Hartley Act.
4. explain provisions of the Landrum Griffin Act.
5. report problems resulting from corruption in Labor Unions.
6. evaluate the role of unions in politics.
7. debate the right of public employees to strike.
8. relate the goals of labor unions and the productivity rate in America.
9. explain the decline of labor unions in the 1980's.

E. Post-War Economics

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| | 1. review the phases of the business cycle (recession, depression, recovery, inflation). |
| | 2. list characteristics of each stage of the business cycle. |
| inflation | 3. interpret economic indicators. |
| | 4. evaluate the effect of inflation and recession on specific groups on Americans. |
| | 5. explain the way each of the following may be used by the government to influence the economy: fiscal policy, monetary policy, direct controls, voluntary controls. |
| reform | 6. explain why America's dual economic problem of unemployment and inflation was difficult to solve in the 1970's. |
| | 7. compare cost push inflation with demand pull inflation. |
| | 8. evaluate the effectiveness of Kennedy's efforts to curb inflation. |
| | 9. describe projects initiated by Johnson as part of the "War on Poverty." |
| economics | 10. evaluate the effectiveness of the war on poverty programs. |
| | 11. evaluate the effectiveness of Nixon's Wage Price Freeze. |
| | 12. describe Carter's economic policies. |
| | 13. describe Reagan's supply side economic policies. |
| | 14. analyze the effects of the budget and trade deficits of the 1980's. |

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XV. Civil Rights

A. From Reconstruction Through World War II

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| democracy | 1. describe the efforts of Congress after the Civil War to give black freedom and equality. (review 13th, 14th, and 15th Amendments). |
| | 2. describe the efforts to protect blacks against violations of their rights. |
| discrimination | 3. describe the efforts of the South to legislate segregation. |
| | 4. discuss the effect of the Plessy vs. Ferguson decision. |
| reform | 5. discuss effect of William vs. Mississippi decision. |
| | 6. explain the purpose of the Fair Employment Practices Committee (1941). |

B. Prejudice and Discrimination

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| intolerance | 1. define prejudice. |
| | 2. list several causes of prejudice and discrimination. |
| | 3. define racism. |
| | 4. debate the causes of racism. |

5. identify some of the organized groups that seem to encourage feelings of prejudice.
6. relate specific evidence of discrimination against blacks, Indians, women, Jews, religious groups, Hispanics, etc.

C. Major Civil Rights Organizations

leadership

1. describe the goals, methods and achievements of black civil rights organizations, i.e., NAACP, Black Panthers, National Urban League, etc.).
2. discuss the philosophical approach to equality of important civil rights leaders. (i.e., Booker T. Washington, Wm. E.B. Dubois, Martin Luther King Jr., Malcolm X, Stokely Carmichael, Ralph David Abernathy, Rev. Jesse Jackson, Marcus Garvey, etc.).
3. describe the important civil rights organizations (i.e., Indian, Chicano, women, etc.)
4. analyze the importance of an Equal Rights Amendment.

D. Methods of Civil Rights Movement

conflict

1. describe the methods of the Civil Rights movement (sit-ins, protests, boycotts, constitutional amendment, legislation, voter registration).
2. describe the methods of the black power movement.
3. assess the effect of the fight for Negro equality on equality for other minority groups.
4. explain how the civil rights movement has affected criminal justice and court decisions.
5. compare the methods of the various civil rights organizations.
6. discuss the importance of the leadership in civil rights groups to social order or discord.

democracy

E. Major Achievements

reform

1. discuss the importance of the desegregation of the military establishment.
2. discuss examples of how each branch of the federal government helped protest groups achieve their goals.
3. compare the achievements of the civil rights movement between 1865 and World War II with achievements since World War II.
4. list several examples of "Jim Crowism" that have been overcome by the civil rights movement since 1954.
5. debate the success or failure of the civil rights movement.
6. explain why the 1965 Voting Rights Act was a major achievement.

integration

7. discuss the role of the federal government in achieving equality.
8. discuss the Brown vs. Board of Education of Topeka decision.
9. discuss the effect of the Brown decision on race relations, equality, economic opportunity, and social mobility.
10. discuss how the first (1865-1877) and second (1954-present) Reconstructions are similar and different.
11. discuss the importance to the civil rights movement of the following: Little Rock incident, 1957; President Kennedy's Committee on Equal Opportunity, 1961; 24th amendment; James Meredith; Civil Rights Act, 1964; War on Poverty; Selma march; Gov. George Wallace; Gov. Orville Faubus; Watts riot; Black Power; busing; housing; politics.

F. Martin Luther King, Jr.

leadership

1. describe Martin Luther King Jr.'s protest philosophy.
2. discuss King's leadership in the 1955-56 bus boycotts in Montgomery, Alabama.
3. discuss King's role in the formation of the Southern Christian Leadership Conference.
4. relate the main theme of King's "I have a dream" speech.
5. discuss the murder of King.
6. appraise the effect of his death on the civil rights movement.

G. Current Problems

reform

1. discuss several probable causes of unrest in American society (i.e., slums, poverty, prejudice, and inequality in education, employment, housing, police-community relations, justice).
2. propose possible ways to prevent the violence and segregation predicted by the Kerner Commission.

conflict

3. formulate an hypothesis and give evidence to show whether the races are moving together or moving apart.
4. debate current civil rights issues (i.e., busing, Title IX, abortion, immigration, etc.).

XVI. Modern Technology

A. To the Moon

technology

1. explain the importance of Robert Goddard as an early explorer of rocket propulsion.

2. recognize the contributions of the Germans to Rocket technology.
3. analyze the influence of Sputnik on America's space program and education program.
4. describe America's space program in the 1960's leading to the landing on the moon.
5. explain the present space shuttle program.
6. describe the explorer satellite program.
7. list examples of spin-offs from space program which had consumer applications.

B. Automation/Technology

1. define automation.
2. define technology.
3. list examples of the capabilities of automation and computerization.
4. evaluate the impact of automation and computerization on American society.
5. describe changes in medical and health technology.
6. describe changes in military technology.

C. Mass Media/Culture

1. identify developments in music, literature, art, movies, magazines 1950's thru the present.
2. describe the impact of television on American society.
3. predict the future developments in mass media and their impact on American society.

D. Social Change

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|---------|---|
| culture | 1. analyze the growth of suburban areas and the deterioration of the cities. |
| | 2. describe examples of conformity in the 50's. |
| | 3. describe examples of the counter culture of the 1960's. |
| change | 4. describe the movement to improve the environment in America. |
| | 5. describe changes in the American family 1950 to the present. |
| | 6. evaluate the importance of the "Baby Boom" followed by the "Baby Bust". |
| | 7. debate the changing importance of the individual in modern American society. |
| | 8. predict the role of the government in life of the individual in the future. |
| | 9. appraise the changes that AIDS will have on American Society. |
| future | 10. analyze the predictions of futurists about American society. |

XVII. Careers

A. Training and Interest

1. recognize that historians must possess an aptitude for research and critical thinking.
2. identify social studies course work that forms the foundation for historical study.

B. Historians

1. identify centers of historical study and preparation.
2. discuss potential jobs and careers for history majors.

WESTERN CIVILIZATION

The western civilization course of study emphasizes past cultures and their contributions to modern civilizations. The teacher should use it as a guide to help explain the interrelationship of past events, current affairs, and possible future trends. The introductory section should be incorporated throughout the scope and sequence.

The content for Western civilization is shown here in a chronological format; however, it could be organized into a topical study or thematic approach.

No matter which of these formats is preferred by the teacher, major concepts should be stressed. Some examples are progress, conflict, nationalism, and imperialism. Concepts help to show relationships and they also help provide meaning and clarity.

PROGRAM OBJECTIVES

1. The students will be able to locate, acquire, organize, evaluate and communicate information.
2. The students will be able to interpret information from maps and globes, and to understand time and spacial relationships.
3. The students will have an appreciation of and a person commitment to their rights and responsibilities as a citizen in a democratic society.
4. Students will value their own self-worth and respect the dignity of others.
5. Students will have an appreciation of the ideals and traditions of others.
6. The students will appreciate the creativity and diversity of human cultures.
7. The students will develop an understanding of the history and heritage of our nation and the world that will enable them to deal with political, economic, and social aspects of their world.
8. The students will have an understanding of the relationship between mankind and earth.

CONTENT OUTLINE FOR WESTERN CIVILIZATION

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|--|---|
| <p>I. Introduction</p> <ul style="list-style-type: none"> A. Definition B. Purposes C. Sources of History D. History E. Time and Chronology <p>II. Prehistoric Period</p> <ul style="list-style-type: none"> A. Stone Age B. Bronze Age <p>III. Ancient Civilizations</p> <ul style="list-style-type: none"> A. Development B. Egypt C. Mesopotamia D. Non-Western (India, China, Africa) <p>IV. Classical Age</p> <ul style="list-style-type: none"> A. Greece and Rome (Introduction) B. Classical Greece C. Roman Republic D. Roman Expansion E. Civil War F. Roman Empire G. Roman Culture H. Christianity I. Roman Collapse <p>V. Medieval Era</p> <ul style="list-style-type: none"> A. Medieval Institution B. Byzantine, Moslem and Charlemagne Empires C. Crusades | <p>VI. Nationalism, Renaissance & Reformation</p> <ul style="list-style-type: none"> A. Nationalism B. Renaissance C. Reformation D. Age of Discovery <p>VII. Enlightenment, Revolution and Reaction</p> <ul style="list-style-type: none"> A. Political Change B. Industrial Revolution C. Scientific and Cultural Progress <p>VIII. 19th Century Nationalism & Imperialism</p> <ul style="list-style-type: none"> A. Nationalism B. Imperialism <p>IX. 20th Century</p> <ul style="list-style-type: none"> A. World War I B. World War II <p>X. The Contemporary World</p> <ul style="list-style-type: none"> A. Post War Europe B. Third World Nations C. Science/Technology D. Social Trends E. World Diplomacy F. World Futures <p>XI. Latin America</p> <ul style="list-style-type: none"> A. Culture/History <p>XII. U.S.S.R.</p> <ul style="list-style-type: none"> A. Culture/History |
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WESTERN CIVILIZATION

The student will be able to:

I. Introduction

A. Definition

1. define history as the study of all mankind.
2. explain that history may be studied at many levels (e.g., personal, regional, national, world).
3. discuss the interpretations of the meaning of history (e.g. Christian, cyclical, dialectic, etc.)
4. formulate his/her own definition of history.

B. Purposes

1. explain that one purpose of history is to chronicle events (change).
2. interpret past events to provide meaning for the present and future.
3. explain selfhood through an awareness of their own context in time and space (e.g., regional, national and world culture).
4. explain casual relationships in the context of the past, present and future.
5. recognize that historical events have multiple causes.
6. describe specific institutions that developed to carry out the basic functions in a society.
7. explain the importance of traditions and customs and their impact on change.
8. identify key focusing concepts in the study of world history and cultures (e.g., progress, revolution, culture).
9. explain that the values and beliefs of an individual or society are influenced by the experiences and cultural background of the individual or society.

C. Sources of History

1. identify the primary sources of history (e.g., original manuscripts, autobiography, archeological materials, etc.).
2. identify secondary sources of history (e.g., monographs, textbooks, historical novels, biographies, movies, etc.).

frame of reference

3. demonstrate the use of primary and secondary source materials in historical research.
4. define and identify a frame of reference.
5. distinguish between a hypothesis, opinion, and historical fact.
6. evaluate the validity or adequacy of historical sources for particular uses.

D. History

1. explain the factors in planning historical research (i.e., a) narrowing topic and stating questions, hypotheses, b) methods of analysis and constraints, c) identifying initial references).
2. recognize that complete objectivity in evaluating history is impossible.
3. apply the historical inquiry approach to a given research top (i.e. problem, data gathering, data analysis, developing hypothesis, test hypotheses, develop conclusions, make generalizations).
4. use methods of historical inquiry appropriate to interests and resources.

E. Time and Chronology

1. compare the age of man to the age of the earth.
2. explain briefly the difference between the periods of history and give approximate dates (i.e., prehistoric, ancient, classical, medieval and modern).
3. use accurately the various methods of indicating time in history (i.e., B.C., A.D., century, decade).
4. place significant historical events in chronological order.

II. Prehistoric Period

A. Stone Age

prehistoric

1. list the differences between paleolithic and neolithic people.
2. list some of the vital discoveries of the Stone Age (hunting, tool making, painting, religious beliefs).
3. explain some of the beliefs of prehistoric religions and their relationship to daily life.

innovation

4. define the agricultural revolution and how it changed mankind's way of living.

5. recognize the benefits of living in a community.
6. explain that from community living governments were organized.

B. Bronze Age

culture
change

1. compare the Bronze Age cultural developments with that of the Stone Age.
2. identify some of the major changes that occurred in the Bronze Age.
3. identify terms such as specialization of labor, centralized government.
4. explain the importance of writing, improvements such as the calendar and improved farming techniques.

III. Ancient Civilizations

A. Development

civilization
diffusion

1. identify major characteristics of a civilized society.
2. state reasons why ancient civilizations began along river valleys.
3. locate the early centers of civilization on a map and describe the key geographic features near these centers.
4. explain how civilization spread and ideas were exchanged (contact, imitation, diffusion, trade, immigration).
5. identify early steps toward civilization (farming, writing, religion, government, trade, social structure).

B. Egypt

heritage

1. explain the geography of the Nile Region.
2. describe the major events in the rise and decline of the Egyptian Empire.
3. identify some of the contributions of the Egyptians (Engineering, embalming, hieroglyphic writing, irrigation, autocratic government, centralized government, medicine, religion and the concept of life after death).

C. Mesopotamia

geography/culture

1. compare the geography, climate, and civilization of Mesopotamia with Egypt.
2. locate on a map the early centers of civilization in the Tigris and Euphrates valley.

religion

3. identify some of the contributions of these various civilizations to modern man (Babylonian, Assyrian, Ancient Persian).
4. evaluate Hammurabi's code of laws in relation to present day laws of western societies.
5. identify some of the contributions of the Jewish people in the area of religion (ethical monotheism and its significance for our Judeo-Christian heritage).

D. Non Western (India, China, Africa)

1. locate the early civilizations in India, China and Africa.
2. compare briefly these civilizations with Egypt and Mesopotamia.

IV. Classical Age

A. Greece and Rome (Introduction)

1. compare ancient and classical civilizations explaining similarities and differences.
2. describe the influence of geography on history with examples from classical Greece and the Roman Empire.
3. describe the geographic features of Europe.
4. recognize that classical civilizations developed styles which continue to modern times.
5. list methods of spreading culture and values.

B. Classical Greece

1. trace the origin and sources of Greek civilization (Mycenae, Cretan, Dorian cultures).
2. list the factors uniting and dividing Greek City States.
3. locate the major Greek City States on a map.
4. explain the importance of Greek religion and mythology on the culture of Greece.
5. discuss the evolution of self government, independence and democracy from the Age of Kings, Rise of Nobles, Age of Tyrants to the Golden Age of Pericles.
6. describe Athenian Democracy at its height during the time of Pericles.
7. identify the Persian and Peloponnesian Wars.
8. compare Athens and Sparta in terms of government, commerce, family, cultural works, etc.

culture

democracy

philosophy

9. list contributions of Hellenic and Hellenistic culture to Western Civilization (medicine, mathematics, architecture and physics etc.).
10. compare Greek democracy with democracy in America today, including such ideas as direct representatives and individual freedoms.
11. explain the significance of the life of Alexander the Great in Greek History.
12. recognize the contributions of Socrates, Plato, and Aristotle to Western thinking.

C. Roman Republic

culture

1. identify early peoples in Italy.
2. trace Roman expansion in Italy.
3. study the importance of the family, education, and religion in Roman culture.

D. Roman Expansion

conflict

1. identify the major events in the growth of the Roman Empire (i.e., Punic Wars, etc.).
2. identify problems of Roman expansion.

E. Civil War

leadership

1. identify Democratic reformers.
2. analyze military rule.
3. explain the significance of Julius Caesar in Roman History.

F. Roman Empire

Peace

1. discuss the importance of the Golden Age of Octavian.
2. discuss the Julian Emperors and their reign.
3. explain the significance of "Pax Romana" (i.e., trade, government, transportation).
4. locate the boundries of the Roman Empire at various stages of growth and decline.

G. Roman Culture

1. describe living conditions of the variety classes.
2. list contributions of Rome to Western Civilizations.

heritage

3. describe the basic Roman concepts of government, legal principals and justice.
4. compare Greek and Roman cultures.

H. Christianity

religion

1. describe the life and teaching of Jesus.
2. analyze the influence of Jesus's teachings.
3. state examples of Christian beliefs.
4. analyze reasons for persecutions.
5. illustrate the ways the church was organized.
6. explain the value of writings of St. Paul.

I. Roman Collapse

multiple
causation

contact

1. analyze steps leading to decline (i.e., civil wars, invasions)
2. analyze problems of the Empire during the times of Diocletian and Constantine.
3. recognize influence of Germanic invasions.
4. list causes of Roman decline.
5. describe the results of the decline of Roman Empire.
6. evaluate decline in comparison to weaknesses found in cultures during other times.

V. Medieval Era

A. Medieval Institutions

feudalism

economics

role/status

1. describe the role of the Church in the Medieval Age.
2. recognize why the Feudal System developed.
3. describe the Feudal System.
4. describe Manor Life (i.e., castles and huts).
5. appraise town life in the Medieval Period.
6. describe how goods and services were distributed among people in the Medieval economic system on the manor and in town.
7. relate the social concepts of role, status, norms and social class to medieval society.
8. compare medieval economic, political and social systems to today.
9. identify examples of medieval contributions to architecture, literature, language, art and science.

B. Byzantine, Moslem and Charlemagne Empires

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|------------|--|
| religion | 1. describe what the Byzantium Empire contributed to civilization. |
| | 2. describe the basic beliefs of Islam. |
| | 3. trace the growth of Islam on a map. |
| | 4. list the Moslem contributions to Western civilization. |
| leadership | 5. compare the basic beliefs of Judaism, Christianity and Islam. |
| | 6. locate Charlemagnes Empire on a map. |
| | 7. relate the political science concepts of leadership, decision-making, institutions and citizenship in describing Charlemagnes political system. |

C. Crusades

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| | 1. identify the causes of the crusades. |
| | 2. explain the results of the crusades. |
| conflict | 3. recognize how trade routes in Europe and Asia were developed. |
| diffusion | 4. evaluate how the crusades changed people's customs. |
| | 5. explain the revival of towns through trade and the growth of learning. |

VI. Nationalism, Renaissance and Reformation

A. Nationalism

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| | 1. define a nation state. |
| nationalism | 2. list the changes taking place in Europe leading to the formation of nation states (decline of feudalism, rise of middle class, trade, etc). |
| state | 3. describe the process in the formation of a national state using France, England and Spain as examples. |
| | 4. explain the terms Divine Right of Kings and Absolute Monarcy using the concepts of leadership, ideology, decision making, institutions and citizenship. |
| authority | 5. compare absolute monarchy with democracy. |
| | 6. describe the role of the absolute monarch in the economic system using mercantilism, colbertism, favorable balance of trade, subsidy, etc. |
| geography | 7. locate the newly emerging national state in Europe on a map. |

B. Renaissance

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| change | 1. explain the importance of the Renaissance and its effect on peoples attitudes about the world around them. |
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renaissance

2. explain why the Renaissance began in Italy.
3. identify some of the great artistic accomplishments of the Renaissance.
4. explain why the revival of Greek and Roman learning was a driving force in the Renaissance.
5. identify the difference between medieval and renaissance science, art and literature.
6. identify some of the technological and scientific achievements that were made during this time (i.e., movable type, printed books, theories on the universe, physics and biology).
7. explain why the critical spirit of the Renaissance led men like Galileo into conflict with the Church such as heliocentric theory (sun centered) versus geocentric theory (earth centered).

C. Reformation

change

religion

institutions

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1. identify some of the problems of the church in the late medieval period (i.e., Great Schism, Babylonian Captivity, etc.).
2. identify the beginning of the Reformation in the country of Germany.
3. explain some of the causes of the Reformation and its impact on Europe (England, France, Scotland, Netherlands and Germany).
4. list some of the major criticisms of the church by Martin Luther.
5. explain the importance of the printing press - the spread of new ideas.
6. explain the Counter Reformation and the changes it brought to the Catholic Church.

D. Age of Discovery

exploration

colonialism

mercantilism

1. restate that the travels of the crusaders and Italian merchants added much to Europeans knowledge of geography.
2. identify some of the new aids and ideas in navigation.
3. identify the importance of early voyages (i.e., Dias, DaGama, etc.).
4. evaluate the importance of Columbus's voyages to the New World.
5. explain how exploration and colonization changed Europe in many ways (i.e., political, economic, social).
6. locate the major areas colonized by Spain, Portugal, England, France and the Dutch.
7. explain how this great expansion stimulated a Commercial Revolution (standardization of money, banking, joint-stock companies and capital).
8. construct a diagram showing how mercantilism worked in the sixteenth and seventeenth centuries (triangular trade).
9. discuss the meaning to balance of trade and problems created by an unfavorable balance of trade.

10. explain the role of colonies in the mercantilist theory.
11. compare the similarities between early explorers and astronauts.

VII. Enlightenment, Revolution and Reaction

A. Political Change

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|-------------------------------------|---|
| authority
evolution | <ol style="list-style-type: none"> 1. compare the Divine Right and social contract theories and practices. 2. trace the development of democracy in England explaining significant events (i.e., Magna Carta, parliament, trial by jury, Habas Corpus, English Revolution, Glorious Revolution, 19th Century Reforms). 3. relate the writings of the Enlightenment to the scientific attitude and belief in rationalism and natural law. |
| revolution | <ol style="list-style-type: none"> 4. discuss the contributions and impact of theorists of the age of Enlightenment (Locke, Hobbies, Montesquieu, Rousseau, Voltaire, etc.). 5. explain why the American Colonies revolted from England (political, economic, social, etc.). |
| democracy
freedom
citizenship | <ol style="list-style-type: none"> 6. trace the origin of major ideas that were expressed in the Declaration of Independence and the United States Constitution. 7. relate the important ideas included in the U.S. Declaration of Independence and Constitution to later events in Europe, Latin America and the contemporary world. |
| 160
rights | <ol style="list-style-type: none"> 8. list major causes that led to the French Revolution. 9. explain the importance of the French Revolution and its effects on Europe. |
| leadership | <ol style="list-style-type: none"> 10. evaluate the accomplishments and failures of Napoleon. 11. analyze the lasting contributions of the Napoleonic Era on European culture. 12. describe the conservative reaction to change resulting from the Congress of Vienna. 13. assess the impact of the Metternich System on Europe. 14. describe the events that brought the Metternich System to an end in 1848. 15. compare the American, English, and French Revolutions (social change, political change, etc.). |

B. Industrial Revolution

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| change | <ol style="list-style-type: none"> 1. define and explain the cause of the industrial revolution. |
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| production | 2. recognize the necessary components in order for a country to have an industrial revolution (land, labor, capital, management and government support). |
| | 3. relate the major inventions of the early industrial revolution to the factory system. |
| | 4. identify major social changes that occurred as a result of the industrial revolution. |
| social welfare | 5. analyze the significance of the problems created by the industrial revolution. |
| | 6. define and explain the agricultural revolution. |
| interdependence | 7. identify examples of ways in which the industrial and agricultural revolutions have continued into the 20th century. |
| | 8. discuss the aims and achievements of the Labor Movement. |
| | 9. explain the basic economic concepts of Adam Smith (capitalism). |
| ideology | 10. explain some of the solutions socialism offered to problems brought on by the industrial revolution. |
| | 11. list the major ideas of Marx and Engels (communism). |
| | 12. differentiate between Marx's socialism and democratic socialism. |
| | 13. evaluate the influence that the teachings of Marx has had on the world. |
| | 14. compare the economic and political ideals and practices of capitalism, socialism and communism. |

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C. Scientific and Cultural Progress

- | | |
|------------|--|
| | 1. compare medieval with modern science giving examples of men, methods and purposes. |
| | 2. recognize that after 1750 the world population tripled. |
| technology | 3. classify and appraise the contributions of significant scientific discoveries in many fields such as medicine, communications, etc. |
| | 4. discuss scientific theories that have gained acceptance. |
| | 5. identify trends in religion, education and social welfare institutions in the 18th and 19th centuries. |
| culture | 6. identify some of the great musicians and artists and the many varied styles which they developed. |
| | 7. explain how literature, art and music reflect the mood and feeling of given eras. |

VIII. 19th Century Nationalism and Imperialism

A. Nationalism

nation

1. review the meaning of nationalism.
2. describe the formation of the German and Italian nation states.
3. relate nationalism to imperialism.
4. analyze the impact nationalism had on the Austro-Hungarian Empire and the Turkish Empire.

B. Imperialism

imperialism
colonialism

1. define imperialism.
2. analyze the causes of imperialism.
3. explain the revival of imperialism.
4. explain how European nations carved up Africa
5. locate on a world map the colonies of European nations by the end of the 19th century.
6. describe the development of the British Empire/Commonwealth.

IX. 20th Century

A. World War I

conflict
war

peace

1. explain forces leading to World War I (i.e., nationalism, imperialism, system of alliances, militarism, anarchy, etc.)
2. place major events in chronological order from the assassination at Sarejeno to Varsaille.
3. describe the type of warfare and weapons used in World War I.
4. explain how Europe was changed following World War I.
5. evaluate the success and failures of the peace conference including the major decisions.
6. evaluate the solution of post-war problems such as disarmament, reparations, and the League of Nations.
7. evaluate the importance of the causes of World War I as possible causes of war in the world today.

B. World War II

- | | |
|-----------------|---|
| totalitarianism | 1. describe the development of totalitarian systems in Germany, Italy, and Japan (i.e., ideology, leaders, institutions, policies that contributed to war). |
| aggression | 2. describe and evaluate the policy of appeasement as it was followed in the 1930's. |
| | 3. identify major events which influenced the outcome of the war. |
| | 4. compare causes, methods of warfare, and results of World War II with those of World War I. |

X. The Contemporary World

A. Post War Europe

- | | |
|------------------------|--|
| interdependence
163 | 1. analyze problems of effective peace. |
| | 2. discuss organization and goals of the United Nations. |
| | 3. identify steps taken by the United States to aid European recovery after World War II. |
| | 4. describe the history and development of the European Economic Community. |
| | 5. explain major causes of the "Cold War." |
| | 6. describe the post-war alliance system and balance of power. |
| | 7. explain the successes and failures of Soviet Imperialism in post-war international relations. |
| | 8. analyze reasons for the Soviet foreign policy during the "Cold War." |
| | 9. analyze the arms race. |

B. Third World Nations

- | | |
|----------------|---|
| underdeveloped | 1. relate the movement of independence to nationalism in the underdeveloped nations of the world. |
| | 2. discuss the importance of the neutral block of countries in world affairs. |
| | 3. identify ways the industrialized nations have attempted to aid underdeveloped countries. |
| | 4. cite examples of "limited" wars between communists and pro-western nations (i.e., Korea, Vietnam). |

C. Science/Technology

change

1. list medical discoveries that have improved the health care of people.
2. identify technological breakthroughs which have changed lifestyles (communications, computers, etc.).
3. discuss the dangers and the promise of nuclear power.
4. examine trends resulting from the industrial and technological revolutions of the 19th and 20th Centuries (urbanization, automations, etc.).
5. discuss the potential impact of space exploration on global issues.

D. Social Trends

society
change

1. identify social trends and problems related to racial and religious tolerance.
2. identify changes in the roles of women in western societies.
3. examine the increased need for interdependence as a result of shortages in limited natural resources.
4. examine successes and failures of the democratic form of government in the Western and non-Western World.
5. identify pervasive and enduring social issues.
6. relate local and global aspects of social issues.
7. analyze the causes of controversial global problems.
8. formulate potential resolutions to global issues.
9. examine the problems related to world population growth and world resources.
10. list social problems that have resulted from technological progress that has advanced faster than social progress.
11. describe the fundamental differences between western democracies and communism regarding the role of the individual and the state.
12. trace the development of the democratic ideal.

E. World Diplomacy

1. describe the significance of "balance of power" to world peace and national security.
2. discuss the role of the United Nations in dealing with global problems.
3. assess the effectiveness of the United Nations in coping with global issues.
4. compare the changes in world diplomacy (i.e., "containment" co-existence and detente).

F. World Futures

technology

change

1. identify different methods futurists use in making forecasts (scenario, trend analysis, extrapolation, delphi method, etc.).
2. relate ideas and information between disciplines.
3. recognize the continuing impact of technology upon society.
4. develop the ability to assess forecasts.
5. discuss major trends shaping the future (global issues: biomedical developments, technological change, values, global change, ecology, international relations, post-industrial society, etc.).
6. examine case study forecasts in a specific problem area.
7. design an alternative scenario of the future.
8. explore ideas, images and models of the future.
9. relate potential future changes to his/her own life.

XI. Latin America

A. Culture/History

1. develop a hypotheses as to the origin of prehistoric Indians in Latin America.
2. explain the influence of geography in the location and occupations of Latin American people.
3. locate on a map, the nations of Latin America, its major rivers and key cities.
4. compare the Aztec, Maya and Inca empires in terms of size, dates of existence, and accomplishments.
5. list ways in which Latin American Indians had a more advanced civilization than Europe.
6. list ways in which Latin American Indians had a less advanced civilization than Europe.
7. discuss how outnumbered Europeans were able to conquer large Latin-American civilizations.
8. identify Spain as the chief colonizer of Latin America.
9. describe the destruction of much of Latin American cultures by Europeans.
10. explain why slavery was introduced to Latin America.
11. describe the effect of slavery on the people.
12. describe both the past and present role of the U.S. in Latin-America.
13. describe the events leading to Cuba becoming the first communist state in Latin America.

14. explain why many Latin American nations are targets for a Communist revolution.
15. identify the most serious problems facing Latin America today.
16. list several reasons for political instability in Latin America.
17. list some Spanish influences on Latin America.
18. identify the various social classes in Latin America.
19. describe the effect of the social classes on the social and economic system of Latin America.
20. discuss the role of the Catholic Church in Latin America.
21. recognize that Latin American culture is a mixture of Indian and European customs.

XII. U.S.S.R.

A. Culture/History

1. compare the size of Russia with other nations of the world.
2. identify Russia's major natural resources.
3. list several difficulties in developing Russia's natural resources.
4. locate on a map of the Soviet Union, the cities of Kiev, Moscow, Leningrad, Volgograd, the Volga river, the Ural Mountains.
5. discuss some effects of Mongol rule on Russia.
6. list some major changes that took place during the rule of Peter the Great.
7. describe the loss of freedom as the tsars took over greater amounts of land.
8. explain the acceptance of Communism in the Soviet Union today by tracing the history of Russian autocratic governments.
9. explain the major events leading to the Bolshevik Revolution.
10. describe the brutal effects of Stalinization, especially on the landowning peasants.
11. compare the Soviet losses in World War II with those of other nations.
12. explain how the Soviet Union's political structure gives elected office-holders almost no power in government.
13. identify the Communist Party as the source of nearly all political and economic decisions.
14. explain why Russians feel it is fair and democratic to have only one political party.
15. describe several rules of Marxism that are not followed or have not been successful in Russia to include a) class system, b) labor theory of value, c) a temporary dictator, and d) the state withering away.

16. identify the Soviet satellite nations.
17. explain the advantage for the Soviets in dominating Eastern Europe.
18. compare current Soviet and U.S. military strength.
19. describe how the Soviets control their people at work, at home and in schools.
20. compare basic freedoms in the U.S. with those of the Soviet Union.
21. describe the consequences of criticism of the Soviet government by its citizens.
22. explain the difference between the Chinese and Russian form of Marxism.
23. explain how the Soviet five year plans have both helped and hindered the U.S.S.R..
24. predict some of the difficulties that would exist in a planned economy.
25. list some critical problems of people of the U.S.S.R. today to include
a) lack of privacy, b) overcrowded living conditions, and c) shortages.
26. describe life on a communal farm.
27. list the three major religions on the U.S.S.R.
28. discuss the role and status of the Church in the Soviet Union today.
29. list some of the problems that are created by hundreds of nationalities in the U.S.S.R.
30. recognize why the Soviet Union places so much emphasis on winning in sports.
31. describe some of the goals of the Soviet education system.
32. compare the role of women in Soviet society with the role of American women.

EASTERN CIVILIZATION

The Eastern civilization course of study emphasizes past cultures and their contributions to modern civilizations. The teacher should use it as a guide to help explain the interrelationship of past events, current affairs, and possible future trends. The introductory section should be incorporated throughout the scope and sequence.

The content for eastern civilization is shown in a historical-culture approach by region. Within the region the history is shown in a chronological format.

Throughout the scope and sequence major concepts should be stressed. Some examples are dynastic cycle, progress, conflict, nationalism, et cetera. Concepts help to show relationships and they also help provide meaning and clarity.

EASTERN CIVILIZATION

I. Introduction

- A. Definition
- B. Purpose
- C. Sources of History
- D. History
- E. Time and Chronology

II. Prehistoric Periods

- A. Stone Age
- B. Bronze Age

III. Ancient Civilizations

- A. Development

IV. Korea

- A. Introduction
- B. History

V. China

- A. Introduction
- B. Contributions
- C. History

VI. Japan

- A. Introduction
- B. Contributions
- C. History

VII. Southeast Asia

- A. Introduction
- B. History

VIII. South Asia

- A. Introduction
- B. Contributions
- C. History

IX. The Moslem World

- A. Introduction
- B. Contributions
- C. History

X. Africa South of the Sahara

- A. Introduction
- B. Contributions
- C. History

EASTERN CIVILIZATION

The student will be able to:

I. Introduction

A. Definition

1. define history as the study of all mankind.
2. explain that history may be studied at many levels (e.g., personal, regional, national, world).
3. discuss the interpretations of the meaning of history (e.g., Christian, cyclical, dialectic, etc.).
4. formulate his/her own definition of history.

B. Purpose

1. explain that one purpose of history is to chronicle events (change).
2. interpret past events to provide meaning for the present and future.
3. explain selfhood through an awareness of their own context in time and space (e.g., regional, national, and world history and culture).
4. explain a casual relationship in the context of the past, present, and future.
5. recognize that historical events have multiple causes.
6. describe specific institutions that developed to carry out the basic functions in a society.
7. explain the importance of traditions and customs and their impact on change.
8. identify key focusing concepts in the study of world history and cultures (e.g., progress, revolution, culture).
9. explain that the values and beliefs of an individual or society are influenced by the experiences and cultural background of the individual or society.

C. Sources of History

1. identify the primary sources of history (e.g., original manuscripts, autobiography, archaeological materials, etc.).
2. identify secondary sources of history (e.g., monographs, textbooks, historical novels, biographies, movies, etc.).
3. demonstrate the use of primary and secondary source materials in historical research.

4. discuss the term frame of reference.
5. distinguish between a hypothesis, opinion, and historical fact.
6. evaluate the validity or adequacy of historical sources for particular uses.

D. History

1. explain the factors in planning historical research (i.e., a) narrowing topic and stating questions, b) methods of analysis and constraints, c) identifying initial references).
2. recognize that complete objectivity in evaluating history is impossible.
3. apply the historical inquiry approach to a given research topic (i.e., problem data gathering, data analysis, developing hypothesis, test hypotheses, develop conclusions, make generalizations).
4. use methods of historical inquiry appropriate to interests and resources.

E. Time and Chronology

1. compare the age of man to the age of the earth.
2. explain briefly the difference between the periods, history, giving approximate dates (i.e., prehistoric, ancient, classical, medieval and modern).
3. use accurately the various methods of indicating time in history (i.e., B.C., A.D., century, decade).
4. place significant historical events in chronological order.

II. Prehistoric Periods

A. Stone Age

1. list the differences between paleolithic and neolithic people.
2. list some of the vital discoveries of the Stone Age (i.e., hunting, tool making, painting, religious beliefs).
3. explain some of the beliefs of a prehistoric religions and their relationship to daily life.
4. define the agricultural revolution and how it changed mankind's way of living.
5. recognize the benefits of living in a community.
6. explain that from community living, governments were organized.

B. Bronze Age

1. compare the Bronze Age cultural developments with those of the Stone Age.

2. identify some of the major changes that occurred in the Bronze Age.
3. identify the terms specialization of labor and centralized government.
4. explain the importance of writing, improvements such as the calendar, and improved farming techniques.

III. Ancient Civilizations

A. Development

1. identify major characteristics of a civilized society.
2. state reasons why ancient civilizations began along river valleys.
3. locate the early centers of civilization on a map.
4. describe the key geographic features near these centers.
5. compare briefly how the early civilizations of India, China, Africa, etc. compare to the civilizations of Egypt and Mesopotamia.
6. explain how civilization spread and ideas were exchanged (contact, imitation, diffusion, trade, immigration).
7. identify early steps toward civilization (gathering, hunting, farming, writing, religion, government, trade and social structure).

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A. Introduction

1. describe where Korea is located.
2. locate on a map the peninsula of Korea.
3. identify the major geographic features (e.g., mountains, bodies of water, etc.).
4. describe how geography isolates Korea.
5. discuss the influence of China on Korean history and culture.
6. discuss the influence of Japan on Korean history and culture.

B. History

1. explain how the early history of Korea is tied to the history of China.
2. identify the three kingdoms of Korea.
3. list the major contributions of the Yi Dynasty.
4. discuss the struggle for control of Korea by China and Japan during the Yi Dynasty.
5. discuss the key role of Korea in the histories of China, Japan and Russia.
6. explain the name "Hermit Kingdom" and how it relates to Korea.

7. explain the importance of Korea to Japan in the early 20th Century.
8. give examples of Japan's modernization of Korea prior to World War I and World War II.
9. compare Korea under Japanese rule with Korea under Chinese rule (emphasize Japan's totalitarian rule).
10. relate how the division of Korea came about as a result of Japan's defeat in World War II.
11. summarize the steps leading to the Korean Conflict.
12. summarize the major developments of the Korean Conflict.
13. compare the pre-war goals of North and South Korea to the terms of the armistice of 1953.
14. compare the two Koreas since 1953 in terms of government, economy, foreign relations, etc.

V. China

A. Introduction

1. locate on a map the country of China.
2. identify major geographic features (e.g., rivers, mountains, dessert, etc.).
3. explain how geography isolates China.
4. compare China to other early river valley civilizations.
5. predict the effects that climate and geography may have upon the development of the Chinese civilization.

B. Contributions

1. name the early religions of China.
2. explain how these religions have affected China.
3. trace the development of the Chinese written language to block printing.
4. recall both the benefits and hinderances of idograph (Chinese language).
5. explain the importance of civil service.
6. identify the contributions of China in areas of technology (e.g., gun powder, inventions, etc.) and the arts.

C. History

1. define the term dynasty.
2. explain in his/her own words the dynastic cycle.
3. relate the dynasties of China to the dynastic cycle.

4. explain how the Chinese dynasties provided stability for great achievements in Chinese history.
5. discuss the purposes and effectiveness of man-made barriers (e.g., the Great Wall).
6. recognize that the history of imperial China is a history of countless wars for control of the country.
7. summarize the major events leading up to the Manchu Dynasty.
8. explain why the Mongols, being outsiders, had difficulty in ruling China.
9. summarize the major events leading to the Manchu Dynasty.
10. compare the Mongol Dynasty and the Manchu Dynasty.
11. illustrate how looking to the past and isolation led to the downfall of the Manchu Dynasty (bring in ancestor worship and Confucianism).
12. summarize the main events that led to the downfall of imperial China.
13. list reasons why the Chinese considered themselves to be the "center of the universe" and superior to all other people.
14. discuss the effects of imperialism on China, especially spheres of influence, Opium War and Boxer Rebellion.
15. discuss the purposes and some effects of the "Open Door" policy on China.
16. list some reasons why the 1911 revolution took place and the government of Sun Yat-sen was set up.
17. identify Chiang Kai-shek.
18. identify Mao Tse-tung.
19. summarize the major events that led to the Communist take over of China (e.g., invasion of Manchuria, the Long March, etc.).
20. list some reasons why the Communist were able to take over in 1949.
21. discuss the impact of Mao Tse-tung on 20th Century China.
22. list some causes of the Cultural Revolution.
23. describe how the Cultural Revolution hindered Chinese progress.
24. formulate reasons for the deterioration of relations between Russia and China in the last ten years.
25. describe some major differences between Taiwan and China.
26. describe how Confucius influenced many aspects of Chinese life and culture up to the 20th Century.
27. compare the differences between Confucian ideas and those of Mao-tung.
28. discuss why Communists are opposed to some Confucian ideas.
29. discuss the population in China in terms of its size compared with the other nations, military significance, importance in trade relations, and the over-population.
30. list some adverse effects of communism on China.
31. describe unusual Chinese forms of arts and entertainment.

VI. Japan

A. Introduction

1. describe where Japan is located.
2. locate on a map the four main islands of Japan.
3. identify major geographic features (e.g., rivers, mountain ranges, bodies of water, etc.).
4. describe how geography isolates Japan.
5. discuss the influence of China on Japanese history and culture.
6. relate the effect of geography (especially sea and mountains) on the people and the economy.

B. Contributions

1. name the early religions of Japan.
2. discuss some effect of Buddhism and Shintoism on the people of Japan.
3. explain the benefits in the tradition of cultural borrowing.
4. relate how Japan's tradition of cultural borrowing prepared the Japanese for the swift movement into the industrial age of the 19th and 20th Centuries.
5. give examples how ideas are spread by contact, imitation, diffusion, trade, and immigration in the Japanese civilization. (major concept).
6. recognize that Japanese culture reflects a reverence for nature (ex., art, literature, architecture, poetry, etc.).

C. History

1. explain how the mythological tales of the Japanese are used to prove that they, their ruler, and their land were chosen by the gods.
2. trace the development of Emperor rule in Japan.
3. compare Imperial Japan with Imperial China.
4. explain the importance of the Heian Era (794-1192) to the Japanese culture.
5. trace the rise of military feudalism in Japan.
6. recognize the roles of the samurai and the shogun in feudal Japan.
7. identify the major events of feudal Japan.
8. relate how the Mongol threat brought about the decline of the Kamakura Empire.
9. explain how the "Dark Ages" of Ashikaga compare to the "Dark Ages" of western Europe.
10. identify the achievements in architecture, literature, and drama during the Ashikaga period.
11. tell how peace came to Japan from 1603 to 1868.

12. list the changes that occurred in during the period of peace.
13. define "Kamakazi" and develop a concept of how the Japanese belief in Kamakazi led to the refusal of Japan to surrender in World War II.
14. compare Japanese home and family life with other parts of the world.
15. trace the status of women in Japan.
16. trace the events that led to the opening of Japan to the West.
17. recall reasons why it was easy for Japan to modernize.
18. outline the steps toward building of the Japanese Empire. (Nearby Islands, War with China, War with Russia, World War I, Eyes toward China)
19. summarize the major events leading to Japan's entry into World War II.
20. explain how the policies of the military government in Japan led to its defeat in World War II.
21. describe the changes in Japan which resulted from the defeat in World War II (e.g., education, government, economy, and military).
22. recognize that Japan is the only nation that ever experienced an atomic bomb.
23. describe why extensive trade with other nations is critical to Japan's economy.
24. explain how Japan can pay the highest wages in Asia and still outproduce all other nations.
25. tell why Japan spends little on national defense.
26. list one economic advantage which limited defense spending gives Japan.
27. compare the occupation of most Japanese with that of most other Asians.
28. make a hypothesis as to why most Japanese live and work in the cities.
29. compare the Japanese economy with other Asian economies, noting particularly the role of the factory or business in providing basic Japanese workers' needs.
30. describe changes in Japan which resulted from her defeat in World War II (ex., social, economic, education, etc.).
31. assess the high literacy rate in Japan to the high economic progress.
32. recognize that Japan is a bastion of the West in the East.
33. analyze the importance of Japan in the balance of power in the Far East and in the World.

VII. Southeast Asia

A. Introduction

1. describe where Southeast Asia is located.
2. locate Southeast Asia on a map.
3. identify the major geographic features.
4. identify the modern major countries that compose Southeast Asia.
5. describe how geography isolates Southeast Asia.

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6. relate how geography affects the people and the economy.
7. recognize that the region sits on top of the "Crossroads of the World."
8. recognize that Southeast Asia is comprised of a multitude of ethnic groups.

B. History

1. relate that Southeast Asian cultural diversity stems from successive waves of invaders throughout its history.
2. explain how the control of the Middle East by the Ottoman Turks paved the way for Western colonization of Southeast Asia.
3. Southeast Asia up to 1900's.
4. explain how European Imperialism resulted in Southeast Asia's becoming a battle ground.
5. identify the resources that attracted the Western powers.
6. recognize the detrimental effects of colonialism on the region.
7. summarize the major conflicts in the region in the 20th Century.
8. outline the struggle for independence by the people of Southeast Asia (e.g., Burma, Indochina, Philippines).
9. account for the struggle for independence in Southeast Asia becoming a battle ground between the East and the West (e.g., democracy vs. communism).
10. recognize the conflict between cultural persistence on one hand and the pressure to adopt Western institutions on the other has led to social unrest in Southeast Asian countries.
11. conclude that cooperation among the nations of Southeast Asia may be a real direction for economic progress, but cultural differences and national rivalries have made this goal difficult to achieve.

VIII. South Asia

A. Introduction

1. describe where South Asia is located.
2. locate South Asia on a map.
3. identify the major geographic features.
4. describe how geography isolates South Asia.
5. discuss the influence of geography and climate on the people, their economy, and their culture.
6. compare South Asia with other early river valley civilizations.
7. list the rich resources of the region.
8. understand the relationship of population density to climate and geography.

B. Contributions

1. name the early religions of South Asia.
2. explain how these religions affect South Asia.
3. list contributions of South Asia in the areas of mathematics, art, music, literature, and architecture.

C. History

1. identify the oldest cities of South Asia.
2. trace the origin and development of Hinduism (Vedic Period and Epic Period).
3. summarize the origins and development of Buddhism and Jainism.
4. discuss how the age of the Gupta rulers was the "golden age" in Indian history.
5. recognize the history of the subcontinent consists alternate waves of conquest followed by periods of assimilation.
6. point out the importance of the coming of the Moslems to South Asia.
7. list the achievements of the Mogul Empire.
8. relate the conditions in South Asia that led to European conquest.
9. describe how British rule both enriched and disrupted India's ways of living and thinking.
10. identify reasons Europeans came to South Asia (e.g., desire of spices, profits of trade, and crusade for Christianity).
11. describe how the British unification of India impacted Indian nationalism and the movement for independence in South Asia.
12. list the contributions of Gandhi to the independence movement in India.
13. list the contributions of Nehru to the independence movement in India.
14. compare the outlooks of Gandhi and Nehru.
15. examine why progress in technology and agriculture in South Asia has been slow.
16. recognize that India is a republic.
17. examine the reasons for agriculture being the chief occupation of South Asia.
18. summarize the political tensions between Pakistan and India.
19. explain that religion is the greatest source of tension between India and Pakistan.
20. list problems facing South Asia today (e.g., natural resources, health, over-population, education, resistance to change, language barrier, influence of the caste system, foreign relations, etc.).
21. formulate possible solutions to the problems facing South Asia.

IX. The Moslem World

A. Introduction

1. define the Moslem World as the region covering Africa north of the Sahara Desert, the Arabian Peninsula, Asia Minor, Israel, Palestine, Syria, the Old Byzantine Empire, and the Old Persian Empire.
2. locate on a map the area or nations considered to be part of the Moslem World.
3. identify the major geographic features of the region.
4. list the important resources of the area.
5. recognize the Moslem World as the "Crossroad of Civilization."
6. hypothesize the effect(s) of a lack of natural barriers to invasion on the history of the region.
7. hypothesize how climate had a direct effect on the development of philosophy, economics, government, culture, nomadic way of life, etc.

B. Contributions

1. list some of the contributions of the early river valley civilizations (e.g., Egypt - belief in life after death, Israel - monotheism, Babylonia - Hammurabi's Code, etc.).
2. describe briefly the three major religions which originated in the Moslem World.
3. illustrate how the three major religions are related to one another.
4. discuss some problems that are a result of two different branches of the Moslem Church in the Middle East.
5. list the major contributions (e.g., mathematics, astronomy, medicine, literature, architecture, derivatives of English terms and symbols used today, etc.).
6. recognize that the major contribution of the Moslem scholars was the preservation of Greek art, literature, and philosophy.
7. point out that pre-Islamic culture in the Moslem World was organized for survival in a harsh environment.
8. interpret the following statement: "More than most religions, Islam is a way of life."

C. History

1. summarize major events in Mohammed's life.
2. define Islam "surrendering oneself to God."
3. define Muslim as "those who submit to God's will."
4. define Moslem as a follower of Islam.
5. appraise the importance of the Hegira in 622 A.D. as being the most important event in Moslem history.

6. describe the five duties of a Moslem.
7. define jihad as a holy war.
8. discuss the reasons for the rapid spread of Islam throughout the Moslem world.
9. discuss the reasons for the fall of the caliphs.
10. explain the glory of Baghdad and the age of Transation.
11. explain the following: "Islam kept the lamps of learning lit while Europe was still going through its Dark Ages."
12. point out the impact the Crusades had upon the Moslem world.
13. discuss whether the crusades were a success or a failure.
14. describe the slave system of the Turks.
15. discuss reasons for the fall of the Ottoman Empire.
16. recognize that one significant effect of World War I upon the peoples of the Moslem World was to stir the fires of nationalism.
17. recognize that although nationalism was slow to develop in the Islamic World, it has become the strongest force influencing modern development.
18. explain how nationalism has become an explosive power in the Moslem world in the 20th Century.
19. develop reasons why nationalism, rather than bringing the nations of the Moslem World together, has kept them apart.
20. discuss reasons for the countries of the Middle East wanting to be free.
21. summarize the main events that have led to Turkey's independence.
22. explain the importance of Turkey being a pioneer in the adoption of modern ways in the Middle East.
23. discuss the reason(s) for the foreign countries becoming interested in Persia (Iran).
24. summarize the main events that have led to Iran's independence.
25. explain the statement that owning oil is one thing, but getting it out of the ground is another.
26. summarize the main events that have led to Egypt's independence.
27. analyze the impact of Nasser nationalizing the Suez Canal.
28. summarize the main events that have led to Saudi Arabia's independence.
29. summarize the formation of the Jewish state.
30. describe reasons why the road to Palestine has been called a "stormy one."
31. analyze why Israel, as small as it is, stands as a nation apart from the others in the Moslem World (political, social, economic, and religious institutions).
32. debate whether or not the British can be blamed for the uneasy peace between the Arab countries and Israel.
33. explain why the basic patterns of living in the Moslem World have changed slowly until the present time.
34. discuss reasons why the villagers are moving to the cities.
35. discuss the impact literacy is having upon the Middle East.

36. cite reasons for the decreasing influence of Islam.
37. list some of the strides the Moslem World has taken in technology.
38. compare the position of women in the cities to the position of women in the villages.
39. examine major problems facing the people of the Moslem World (e.g. health conditions, living standards rising population, industrial growth, etc.).
40. explain why people who have wealth in land are not eager to develop factories.
41. analyze what role the government must play in the lives of these people.
42. analyze the effect oil has had on the people of each country of the Moslem World.
43. summarize the Arab relations with Israel.
44. recognize that the Middle East is a tension spot in world affairs (e.g., conflicts with Israel and conflicts among the Arab countries).
45. discuss the interests that the United States and the Soviet Union have in the Middle East.
46. explain why many of the Arab governments have decided to adopt socialistic practices in economic affairs.
47. compare Israel's progress with the progress of other Moslem countries.
48. discuss the Arab and Israel position on the occupation of Jerusalem.
49. discuss the Arab and Israel position on the Palestinian refugee problem.

X. Africa South of the Sahara

A. Introduction

1. locate the land south of the Sahara desert on a map of Africa.
2. locate the major geographical features of this part of Africa.
3. compare the land south of the Sahara to the land north of the Sahara.
4. discuss why the geographical features made it difficult for the Europeans to penetrate tropical Africa.
5. describe the rich resources of the region.
6. hypothesize about the effect that geography and climate will have upon the people (e.g., social, economic, political, religion).
7. locate the key countries of the region (e.g., Zaire, Nigeria, Republic of South, etc.).

B. Contributions

1. categorize the people who make up this area of Africa.
2. define the term tribe.
3. examine the social structure which exists in Africa's tribes.

4. discuss some of the marriage customs of the Sub-Saharan African people.
5. discuss briefly the four major religions of the Sub-Sahara (i.e., Animism, Christianity, Islam, Hinduism).
6. discuss some of the creative works of art of Sub-Saharan regions and the influence the art has had upon modern European artists.
7. relate the importance of music in Africa.
8. describe the art of dance.
9. identify some African writers and their works.
10. hypothesize why it would be difficult to unite the people of Africa.

C. History

1. identify some of the early empires of Africa.
2. recognize that during the period of the ancient civilizations in Sub-Saharan Africa, there was a continuous exchange of knowledge which affected the peoples of the region.
3. explain how Ghana sat on the crossroad of trade.
4. discuss what effect the rise of Islam had in Africa.
5. trace the growth and decline of slave trade.
6. discuss the effects of the slave trade.
7. argue whether or not the Europeans held back progress in Africa.
8. question whether or not the Christian missionaries made life better for the Africans.
9. summarize European colonization of Sub-Saharan Africa in the late 19th Century.
10. list some of the effects of conquest and partition upon the people.
11. discuss the effects World War II had upon Africa.
12. recognize that the increasing urbanization in Africa was both a creator and a destroyer of African unity.
13. describe the new elite in Africa.
14. summarize some of the key elements for the growth of nationalism.
15. hypothesize why this region has become a struggle between the Communists and the non-Communists.
16. summarize the difficulties that the Sub-Saharan nations face in forming new governments.
17. examine why it is difficult to build democracy among the new independent countries.
18. explain African countries' ties with their one-time colonial rulers.
19. examine why the United States and the Soviet Union are interested in Africa.
20. explain how many of Africa's problems today are caused by the "Revolution of Rising Expectations."
21. discuss some of the agricultural problems facing the people.
22. describe the problems that poorly distributed water has upon the region.

23. identify the money crops for the Africans.
24. examine the manufacturing problems facing the people.
25. explain what encouragement there is for the people in manufacturing.
26. examine the types of industry in the region.
27. discuss the changes which have been introduced to the region which are affecting the people's way of life.
28. analyze the part that geography plays in the illnesses of the region.
29. explain the statement that the people of Zaire look to their land for their living; the world looks to their resources.
30. discuss whether independence has been good for Zaire or bad.
31. analyze why strong leaders often arise after periods of civil strife.
32. explain the statement that Nigeria is the most populated nation in Africa and it is the most divided (i.e., divided by geographical, religious, social and economic factors).
33. explain why the Republic of South Africa has been described as nature's gift to the continent.
34. analyze the effects the apartheid movement has on the Republic of South Africa.
35. discuss the challenges which are facing the continent of Africa.
36. prove or disprove the statement that the uncommitted nations have more to gain by remaining neutral than by taking sides in the conflict between the Communist world and the non-Communist world.
37. discuss how the radio is much more valuable than the newspaper for the illiterate.

SOCIAL PSYCHOLOGY

The content reflects the scientific approach to the study of human behavior through an analysis of individual growth patterns and social interrelationships. The student is provided an opportunity to explore his own identify within the context of society, as well as the potential for alternative behaviors.

PROGRAM OBJECTIVES

1. Appreciate the creativity and diversity of human individual behavior.
2. Recognize their own self-worth and respect the dignity of others.
3. Understand the importance of the stages of human development.
4. Appreciate the past, present, and future research in the field of psychology.
5. Understand the role of the eclectic approach toward the theories in the field of psychology.

CONTENT OUTLINE FOR SOCIAL PSYCHOLOGY

I. Scope and Methods

- A. Definition of Psychology
 - 1. History of Psychology
 - 2. Related Fields
- B. Research Methods
 - 1. Inquiry Approach
 - 2. Experimentation and Observation
- C. Fields and Career Areas

II. Body and Behavior

- A. Physiological Structure
 - 1. Brain
 - 2. Nervous System
- B. Emotion
- C. Heredity and Environment

III. Consciousness and Perception

- A. Sensation
- B. Motivation
- C. Altered States of Consciousness
 - 1. Dissociation
 - 2. Dreaming, Hypnosis, and Meditation
 - 3. E.S.P.
 - 4. Drug States

IV. Memory and Thought

- A. Storage and Retrieval of Memory
- B. Problem Solving
- C. Creativity

V. Learning

- A. Conditioning
- B. Factors that Affect Learning
- C. Skills and Strategies

VI. Development

- A. Maturation and Intelligence
- B. Theories of Development
- C. Communication Patterns
- D. Identity

VII. Personality

- A. Theories of Personality
- B. Attitude Formation
- C. Impressions and Assessments

VIII. Mental Health

- A. Disturbance and Adjustment
- B. Therapy and Change
- C. Institutionalization
- D. Styles of Living and Quality of Life

SOCIAL PSYCHOLOGY

The student will be able to:

I. Scope and Methods

A. Definition of Psychology

psychology

1. define social psychology.
2. describe the development of psychology as a separate field of study.
3. identify available fields in psychology today.
4. discuss reasons why the study of psychology is needed.

B. Research Methods

scientific method

1. explain the scientific method and its application to psychology.
2. describe the roles of observation and experimentation in psychological study.
3. explain the importance of ethics in human and animal experiments.
4. find examples of psychological experimentation in current literature.

C. Fields and Career Areas

1. compare and contrast psychology as a profession and as a science.
2. cite typical jobs that can be performed by people with education in psychology.
3. specify possible future areas in which psychology is likely to make significant contributions as a discipline.

II. Body and Behavior

A. Physiological Structure

brain

nervous system

1. identify functions of specified parts of the brain and nervous system.
2. label said parts on appropriate charts and diagrams.
3. list and explain methods that scientists use to study the brain.

4. discuss the role of early researchers in relating individual behavior to physiological structure.
5. intelligently criticize future trends in brain research.
6. evaluate possible effects of this research within the context of social standards and his own value system.
7. identify the drives that are closely related to biological need.
8. compare the role of the "old brain" to that of the "new brain."

B. Emotion

emotion

1. explain the relationship between hormones and emotion.
2. compare the major theories of emotion.
3. give examples of how emotion can affect the body.
4. describe the possible results of chronic emotional stress.
5. discuss the basis for the operation of a polygraph machine.
6. discuss faithhealing claims and suggest psychological implications.
7. list common psychosomatic disorders.

C. Heredity and Environment

heredity/environment

1. discuss the relationship between heredity and environment.
2. describe the value of studying animal behavior.
3. discuss the contributions of ethology (biology of behavior).

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III. Consciousness and Perception

A. Sensation

perception
sensation

1. define perception.
2. distinguish between perception and sensation.
3. describe the process by which physical stimuli are changed into sensory information.
4. give an example of sensory adaptation.
5. compare threshold and just noticeable difference.
6. describe the process of vision.
7. explain the functions of the rods and the cones.
8. discuss colorblindness and its cause.
9. list the types of colorblindness.
10. describe the process of hearing.
11. explain the relationship between smell and taste.

12. list and describe the four main skin senses.
13. give an example of deferred pain.
14. describe the characteristics of pain.
15. discuss current research on pain management.
16. describe factors involved in depth perception.
17. illustrate an example of an optical illusion.
18. explain how we are "tricked" by illusions.
19. give an example of figure and ground perception.

B. Motivation

motivation

1. discuss the meaning of motivation.
2. describe the role of homeostasis (body equilibrium) in motivation.
3. identify unconscious motives that shape our behavior.
4. compare intrinsic and extrinsic motivation.

needs

5. explain Maslow's theory of human needs.
6. demonstrate how one might assess achievement motivation with pictures or storytelling.
7. describe several characteristics of high achievers.
8. identify factors that have affected the female achiever in our society.
9. suggest ways in which the application of motivational theory could affect future societies.

C. Altered State of Consciousness

consciousness

1. describe the active nature of consciousness.
2. define and give an example of dissociation.
3. describe the effects of split-brain surgery.
4. give examples of altered states of consciousness.
5. give examples of automatic, unconscious behaviors.
6. describe the process of hypnosis.
7. relate the history of hypnotic techniques.
8. evaluate current research on hypnosis.
9. describe REM sleep and its relation to dreams.
10. assess the major approaches to dream interpretation.
11. define hallucination.
12. list several causes for hallucinations.
13. describe the effects of mood-altering drugs.
14. criticize current research on consciousness manipulating drugs.
15. describe meditation and its role in the martial arts.
16. suggest possible advantages of meditation.

17. describe the different areas of E.S.P.
18. criticize popular accounts of psychic phenomena.
19. identify several well-known psychics and their fields.

IV. Memory and Thought

A. Storage and Retrieval of Memory

cognition
memory

1. describe the three main steps in information processing.
2. differentiate among sensory storage, short-term memory and long-term memory.
3. explain why one forgets.
4. describe three theories of forgetting.
5. describe three theories of memory storage.
6. evaluate experiments used in support of the memory storage theories.
7. give examples of recognition and recall.
8. describe the processes of selective attention and feature extraction.
9. explain how information may be more easily retrieved from memory.
10. describe the effect of meaningfulness on information to be remembered
11. give examples of mnemonic devices.
12. demonstrate the pegword system.
13. demonstrate the memory system of "loci."
14. explain eidetic memory and its common properties.

B. Problem Solving

thought

1. arrange the units of thought (image, symbol, concept, rule) as they occur in the thinking process.
2. differentiate between directed and non-directed thinking.
3. describe the typical strategies used in problem solving.
4. explain the effects of "set" on problem solving.
5. suggest advantages and disadvantages to group problem solving.
6. identify and give an example of the phenomenon of "groupthink."
7. demonstrate in the brainstorming method.
8. discriminate between inductive and deductive reasoning.

C. Creativity

creativity

1. list the basic components of creativity.
2. describe the typical stages in the creative process.

3. identify several creative popular artists.
4. explain why they are considered "creative."
5. discuss creativity and its relationship to neurosis.
6. suggest possible ways in which society may sometimes thwart creativity in children.

V. Learning

A. Conditioning

learning

1. define learning as a lasting change in behavior.
2. give an example of habituation.
3. describe the process of classical conditioning.
4. relate the story of Pavlov and his experiment.
5. compare the patterns of generalization and discrimination.
6. identify B.F. Skinner and his learning theory.
7. describe a Skinner box and its relationship to operant conditioning.
8. explain the importance of animal study to learning theory.
9. compare extinction in classical conditioning to extinction in operant conditioning.
10. describe a learning situation designed through a schedule of operant conditioning.
11. discuss the practical implications of conditioning methods.

B. Factors that Affect Learning

1. explain the role of attention in the learning process.
2. demonstrate the importance of feedback in learning a new skill.
3. describe how certain involuntary behaviors can be controlled by biofeedback techniques.
4. discuss the negative side effects of aversive control (punishment).
5. compare imitation and shaping in the learning of a skill.
6. explain the role of practice (including mental practice) in skill acquisition.

C. Skills and Strategies

learning strategies

1. list several effective learning strategies.
2. identify several conditioned reinforcers and explain how they serve to motivate behavior.

3. describe an experiment demonstrating "learned laziness."
4. describe an experiment demonstrating "learned helplessness."
5. suggest an effective method for concentrated study of school material.

VI. Development

A. Maturation and Intelligence

maturation

1. describe the interaction between maturation and learning in development.
2. identify some of a newborn's reflex responses.
3. give an example of a simple response that can be learned before birth.
4. explain the importance of attention, comfort and stimulation from a mother or mother figure in the early years of life.
5. cite experiments that serve to demonstrate the above.
6. describe and give an example of a surrogate (substitute mother).

B. Theories of Development

learning

1. identify Piaget and his theory of child development.
2. describe the assimilation and accommodation of schemes.
3. describe the imprinting process (Lorenz experiment).
4. describe Freud's theory of sex-role identity and morality.
5. explain the Oedipal conflict as proposed by Freud.
6. explain the social-learning theory of development.
7. identify Albert Bandura and his experiments on imitation in children.
8. discuss the implications of Bandura's findings on TV viewing of young children.
9. explain the theories of sex-role acquisition (identification, imitation, role-taking).
10. describe several popular models of child-rearing.
11. evaluate the most effective methods of child-rearing.

C. Communication Patterns

1. describe the stages of language development in children.
2. relate experiments demonstrating language development in animals (Washoe, KOKO).
3. describe several ways in which people communicate status differences.
4. demonstrate how body language conveys information.
5. evaluate the possible effects of subliminal communication in advertising and behavior control.

D. Identity

- | | |
|--------------|--|
| affiliation | 1. identify several reasons for people's need to affiliate with one another. |
| self-concept | 2. compare one's true-acting-experiencing self (the "ME") with the self as it is perceived through the eyes of others (the "I"). |
| maturation | 3. identify factors that contribute to one's self-concept. |
| impression | 4. describe ways in which people form impressions of others. |
| | 5. relate the roles of generalization, stereotyping and the "halo effect" in impression formation. |
| | 6. list three types of rewards for which friends are selected. |
| | 7. differentiate between friendship and love. |
| | 8. compare high anxiety and low anxiety in the need for affiliation. |
| | 9. compare sociological and psychological growth. |
| | 10. evaluate the effect of media on developmental needs and self-identity |
| | 11. discuss the relationship between self-definition and sexual identity. |

VII. Personality

A. Theories of Personality

- | | |
|--------------------|---|
| personality | 1. explain the purpose of personality theory. |
| 192 | 2. describe Freud's psycho-sexual theory of personality. |
| | 3. describe the role of the unconscious components of behavior; i.e., ego and superego. |
| defense mechanisms | 4. explain the operation of defense mechanisms as proposed by Freud. |
| | 5. compare extraversion and introversion as polarities of personality. |
| | 6. give an example of "Freudian slip." |
| | 7. describe Jung's theory of the collective unconscious (urges and memories of the whole human race which we all have along with our individual conscious). |
| | 8. explain Rogers' concept of the fully functioning person. |
| | 9. compare productive and nonproductive character types as described by Fromm. |
| | 10. summarize Fromm's approach to personality theory. |
| | 11. compare the tenets of existentialism to those of behaviorism in assessing the nature of the individual and his behavior. |
| motivation | 12. list several characteristics of Maslow's self-actualized individual. |
| | 13. discuss the concept of free will in view of the hereditary and environmental forces of behavior. |
| | 14. compare and give examples of deficiency needs and growth needs. |

B. Attitude Formation

- attitude
 - 1. define attitude.
 - 2. describe three processes involved in attitude change: compliance, identification and internalization.
 - 3. discuss personality factors which will help to determine whether or not a person will change his attitudes.
- communication
 - 4. give examples of the "boomerang effect" in advertising.
 - 5. compare persuasion and propaganda.
 - 6. explain how one might be conditioned to withstand highly persuasive tactics.
 - 7. identify examples of propaganda.
 - 8. explain the results and the significance of Stanley Milgram's experiment on obedience to authority.
- conformity attitude
 - 9. identify several reasons why people conform to group pressure.
 - 10. describe and give an example of the self-fulfilling prophecy.
 - 11. discuss why the phenomenon of self-justification can have negative side effects.
 - 12. discuss the concomitant effect of action and attitude.
 - 13. describe and give an example of the process of cognitive dissonance (thought conflict).

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C. Impressions and Assessments

- assessment personality testing
 - 1. describe several ways in which personality may be assessed.
 - 2. compare objective and projective techniques of personality assessment.
 - 3. give examples of objective and projective personality tests.
 - 4. demonstrate the use of different styles of attitudinal surveys.
- personality/attitude
 - 5. suggest a relationship between attitude and personality.
 - 6. evaluate the use of graphology in personality assessment.
 - 7. criticize current "self-help" literature on personality and attitude adjustment.

VIII. Mental Health

A. Disturbance and Adjustment

- mental illness
 - 1. explain the difficulty in defining "abnormality," and suggest a workable concept.
 - 2. describe the prevalence of mental illness in America.

3. describe the early treatment of the mentally ill through an historic account of the major events which lead to the establishment of the mental hospital.
4. explain the role of Pinel in the movement toward better care of the mentally ill.
5. discuss the problems of "labeling" in the mental health field.
6. compare neurosis and psychosis.
7. give examples of neurosis and psychosis.
8. explain and give examples of dissociation.
9. define phobia and its usual causes.
10. identify several common types of phobias.
11. describe the general symptoms of schizophrenia.
12. differentiate between hebephrenic, paranoid and catatonic schizophrenia.
13. demonstrate the difference between obsessions and compulsions with common examples.
14. explain depression and its cause and effects.
15. describe the behavioral and physical characteristics of the autistic child.
16. differentiate between mental illness and mental retardation.
17. suggest and evaluate possible effects on behavior from the increased rate of social change in the future.

B. Therapy and Change

therapy

1. differentiate between common therapeutical practices.
2. describe the common features of different forms of psychotherapy.
3. describe the process of desensitization in therapy.
4. identify the essential goals and methods of client-centered therapy.
5. explain the fundamental purposes and techniques of Gestalt therapy.
6. discuss future trends in drug therapy in the treatment of the mentally ill.
7. evaluate the possible effects of drug research within the context of social standards and his own value system.
8. explain the use of hypnosis in clinical therapy.

C. Institutionalization

1. identify community mental health services.
2. describe the common effects of institutionalization.
3. discuss the relationship between individual rights and institutional living.

4. describe the "half-way house" for de-institutionalized patients and its apparent success in most areas.
5. relate the results of studies sending "fake" patients to be admitted into mental hospitals.

D. Styles of Living and Quality of Life

1. give examples of tranquilizers, sedatives, and antidepressants.
2. describe the psychological effects of the above.
3. evaluate the pros and cons of treating hyperkinesis (hyperactivity) in children with stimulants (Ritalin).
4. suggest ways in which society might help the individual to cope with stress and anxiety in the future.
5. criticize current "self-help" literature (e.g., the words of Dr. Wayne Dyer) and its potential as a better life guide.
6. discuss the rising rate of teenage suicide and its relation to societal pressure on youth.
7. discuss the need for each person to have an individual psychology (an understanding of the components of behavior as demonstrated through experimentation in the field) for mentally healthy living.
8. identify theories of crowd behavior.
9. explain effects of overcrowding.

stress

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SOCIOLOGY

Sociology is the study of individuals as social beings. Each society develops its own culture. Sociology is concerned with the study of groups, and institutions within a given culture. The sociologist is primarily interested in that part of culture concerned with socialization, values, norms, sanctions, status and interdependence.

PROGRAM OBJECTIVES

1. Recognize personal and social values and have an awareness of the consequences of holding specific value positions.
2. Appreciate the diversity of ideas and traditions found within the social structure.
3. Understand the concepts of institutions, with emphasis on the American system.
4. Appreciate the importance of openmindedness in the recognition and analysis of social issues.

CONTENT OUTLINE FOR SOCIOLOGY

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- I. Basic Concepts
 - A. Sociological Point of View
 - B. Research Methods
 - II. Social Influences
 - A. Culture
 - B. Socialization
 - C. Groups
 - III. Stratification
 - A. Status
 - B. Class
 - C. Minorities in America
 - IV. Social Institutions
 - A. General
 - B. Family
 - C. Education
 - D. Religion
 - E. Government
 - F. Economics
 - V. Collective Behavior
 - A. Definitions
 - B. Structured and Unstructured Organization
 - VI. Change
 - A. Theory
 - B. Technology
 - C. Urbanization
 - D. Social Movements
 - E. Future
 - VII. Social Issues
 - A. Problems
 - VIII. Careers
 - A. Education and Training
 - B. Fields of Employment

SOCIOLOGY

I. Basic Concepts

A. Sociological Point of View

1. define sociology.
2. recognize the development of Sociology as a separate field of study.
3. identify available fields in sociology today.
4. discuss reasons why the study of sociology is needed.

B. Research Methods

1. explain the scientific method and its application to Sociology.
2. describe the roles of observation and experimentation in sociological study.
3. explain the importance of ethics.
4. find examples of current Sociological literature.

II. Social Influences

A. Culture

1. define culture.
2. explain the relationship between culture and society.
3. discuss the function of culture in facilitating communication, anticipating responses of others, and establishing common values.
4. distinguish between examples of material and non-material culture (non material-norms, values, language, etc.).
5. distinguish between a culture trait and culture complex.
6. define and give examples of values, norms (folkways, mores, laws) and sanctions.
7. recognize that symbols (words, signs and gestures) have social significance.
8. list examples of cultural universals (i.e., language, religion, food, shelter, etc.).
9. recognize that each society has a different culture (cultural relativity).
10. define ethnocentrism.

11. define and give examples of subculture and countercultures (i.e., youth culture and anti-war groups).
12. compare the American culture with another culture using the vocabulary of sociology.
13. define culture change.
14. list factors influencing culture change.

B. Socialization

1. define socialization.
2. recognize that man is shaped by his social environment as well as his biological environment.
3. define self-concept.
4. explain how individuals develop self-concept.
5. identify the agents of socialization (e.g., parents, peer group, T.V.).
6. list social factors affecting personality (socialization, internalization, attitude formation).
7. define the term "social role."
8. explain the relationship between norms and roles (role expectancy).
9. list the differences in roles between men and women in our society.
10. identify those sex role differences that have geological differences.
11. explain how one's role changes with age.
12. discuss the relationship between role and social self.
13. give examples of how an individual has several roles.
14. discuss prominent theories related to moral judgement (i.e., Piaget, Kohlberg).
15. define adolescents in American society.
16. analyze the significant agents of socialization of adolescents.
17. recognize that the concept of adolescents is peculiar to western industrialized society.
18. compare the socialization process of youth with adults.
19. define and give examples of resocialization (i.e., military, prisons, etc.).
20. identify role conflict for each stage of socialization.

C. Groups

1. define the sociological term "group."
2. compare characteristics of primary and secondary groups.
3. classify a list of groups into primary or secondary groups.
4. list the functions of a primary group.

5. identify methods used to study small groups (i.e., sociometry group dynamics and interaction analysis).
6. define and recognize examples of social process known as conflict, competition, cooperation, accomodation and assimilation).
7. define the term "social control."
8. explain the relationship between social control and socialization.
9. explain why individuals normally conform to social standards (i.e., conscience and sanction).
10. discuss the problem of society in maintaining a balance between conformity and individuality).
11. discuss the sociological theories which emphasize social causes for deviance.
12. define a formal organization.
13. examine the structure and organization of a specific bureaucracy).

III. Stratification

A. Status

1. define status.
2. compare the relationship between role and status.
3. define and recognize examples of achieved and ascribed status.

B. Class

1. define social class.
2. list the values that underlie social stratification in American society.
3. explain two conflicting theories of social stratification (i.e., functionalist and conflict).
4. list the criteria that determines social classes in America (wealth, occupation, race, education).
5. interpret charts and graphs that illustrate social stratification in America.
6. explain how sociologists use information about social class to make predictions about society.
7. explain how social class is related to life chances, religious activity, political views, tolerance, education, economic opportunity, divorce rate.
8. explain the difference between a class and caste system.
9. define social mobility and distinguish between vertical and horizontal mobility.

10. list factors that influence social mobility.
11. debate the topic: Is social inequality inevitable?

C. Minorities in America (Racial, Ethnic, Age, Gender)

1. define, distinguish among and give examples of racial, ethnic and minority groups.
2. examine patterns of rejection (i.e., prejudice, stereotypes, discrimination, expulsion and extermination) of various minorities in America.
3. explain how each of the following may be affected by membership in a minority group (i.e., self-concept, life chances, economic status, education, etc.).
4. examine patterns of acceptance (amalgamation, pluralism, integration, accomodation, assimilation) of various minorities in America.
5. evaluate different responses a minority group member can make to his or her socially defined inferior position (acceptance, organized protest, aggression, voluntary segregation).
6. evaluate examples of experiments in acceptance of minorities including affirmative action, open housing, busing separatism, etc.).
7. debate the topic: Is rejection of minorities inevitable?

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IV. Social Institutions

A. General

institution

1. explain how sociologists study institutions.
2. define, give and recognize examples of institutions, organizations and associations.
3. compare institutions and organizations.
4. list the basic or fundamental needs of society.
5. examine ways in which our behavior is institutionalized.
6. identify the basic institutions of all societies - family, religion, education, economy, and government (policy).
7. describe the needs met by each of the social institutions including: family, education, religion, politics, and economics.
8. distinguish between manifest and latent functions of institutions (e.g., education for all, but discrimination denies certain opportunities).
9. explain how institutions are interrelated.
10. explain why institutions resist change.
11. recognize the limitations of institution's influence.
12. evaluate the overspecialization of organizations and associations.

B. Family

- diversity
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- social change
1. recognize that all families perform two primary functions - procreation and socialization.
 2. discuss several secondary functions of the family (economic, religious, educational, political, affection, status).
 3. identify specific functions provided by a family using a specific case study or example.
 4. describe the various types of family structures including joint, nuclear, extended and aggregate (consanguine).
 5. compare the various forms of family structure including monogamy, polygamy, polygyny, polyandry, and group.
 6. define the two types of families classified by authority; matrilineal and patrilineal.
 7. evaluate the restrictions normally placed on family structure including endogamy and exogamy.
 8. list methods of mate choice process in different societies.
 9. recognize that family functions vary from time to time, place to place and group to group.
 10. compare the societal characteristics of families including age started, size and roles of members.
 11. describe trends, statistics and causes in the size and composition (pattern) of the U.S. family.
 12. evaluate the changes in the family in American society (courtship, marriage, child rearing).
 13. list some of the factors causing changes in the family institution in American society.
 14. discuss problems experienced by the family in American society.
 15. recall the concept of role conflict using examples from the family (changes in sex role).
 16. explain the interrelationship among family and the other social institutions.
 17. interpret tables reporting divorce rates.
 18. compare divorce laws in different parts of the nation and world.
 19. evaluate the significance of changes in divorce rates.
 20. recall meaning of primary group.
 21. predict the future function and organization of the family in America.

C. Education

1. list the functions of the institution of education in a society.

2. evaluate the effectiveness of education in providing basic functions in American society including: teaching basic skills, preparation for a vacation, passing on values and accumulated knowledge of society, keeping members out of the labor market, vehicle for social mobility, vehicle for social change, recreation.
3. discuss the local control of schools in American society.
4. construct a chart illustrating the structure of american education including preschool/day care, elementary and secondary, post high, adult.
5. debate the merits of public vs. private educational organizations.
6. evaluate the significance of educational changes such as tracking, mainstreaming, special education.
7. debate the importance of education as a means of preserving tradition vs. a vehicle for social change.
8. evaluate the importance of basic education vs. vocational education.
9. distinguish between formal and informal education.
10. compare the education institution in America with those in another culture.
11. discuss the interrelationship between education and family.
12. discuss the interrelationship between education and religion.
13. predict the future functions and organization of education in America.

D. Religion

1. recognize that all cultures include an institutional system of religious beliefs (that provide explanations for things that cannot be directly verified or explained otherwise).
2. describe institutional religion as a system of perpetuate beliefs considered to be supernatural or sacred, and which provides for moral conduct and symbolic practices considered to be in harmony with beliefs.
3. explain the functions of religion in a society including unifying force, promotion of stability, establishing a common sense of purpose, welfare.
4. compare formal and informal religious organizations.
5. identify common characteristics of institutionalized religion - beliefs, hierarchical arrangements of personnel, symbols, rituals, propitiation and magic.
6. distinguish among church, denomination and cult.
7. identify the roles involved with the institution of religion including: clergy, laity, religious leaders, missionary, mystic, evangelist.
8. compare at least two religious organization functions, beliefs, and structure (e.g., Roman Catholic, black Muslim, Hindu, Islam, Primitive, charismatic protestant).

9. recognize the diversity of religious institutions throughout the world and in America.
10. evaluate the interrelationship between religion and education in American society.
11. discuss church membership as reflecting a community's pattern of social stratification.
12. discuss possible explanations for trends in church membership in U.S. in the past 50 years.
13. evaluate the interrelationship between religion and government in American society.
14. describe the changes in function of religion in American society.
15. predict future significance of religion in American society.

E. Government

1. define the political institution as a social and cultural system (establishing formal methods for acquiring and exercising power within a given jurisdiction through agencies deemed to have legitimate authority).
2. list several functions of political institutions (enforcement of vital behavior norms; planning, coordinating, and financing activities of public concern; protection and maintenance of order and justice).
3. define power (as the ability to influence behavior or thoughts of others, analyzed on the basis of levels of authority and influence).
4. compare authority (stemming from an office or status in the social structure of society) and influence (based on personality attributes of the people with power and of those whom they influence).
5. compare three types of authority - traditional (economic or coercive), charismatic, and rational-legal (constitutional).
6. recognize that the political institution defines who shall be accorded what power in government and when and how it shall be accorded.
7. define ideology.
8. distinguish among several forms of government ideology including monarchy, oligarchy, democracy, and dictatorship.
9. discuss ideals commonly associated with American democracy including the importance of the individual, consent of the governed, majority rule and minority rights, equality of opportunity.
10. evaluate changes in political affiliation in the past 25 years.
11. discuss the need for bureaucracy in industrial society.
12. discuss ways in which bureaucracies both initiate and retard social change.
13. analyze the growth of special interest lobbies exerting increasing influence on legislation.

14. interpret tables and graphs illustrating political composition of population.
15. inspect the ways in which politics influences and is influenced by social class, family, groups and organizations, age and sex differences, and education.
16. debate the question: For the U.S., is there one mighty power elite or is there a plurisitic community of power?
17. discuss political "realities" in U.S., including the declining participation (increasing alienation) and the growing concentration of power (bureaucracy).
18. predict the future function and organization of politics in the U.S.

F. Economics

1. identify the principal function of the economic institution (provide the means for survival and maintenance of the members of the society through the production, distribution, and consumption of goods and services).
2. review the basic organization of economics institutions in different societies.
3. describe the impact on American society from industrial capitalism (specialization and resulting occupational subcultures; a society of impersonal employees and organization members; interdependence; high per capita income; high standard of living, etc.).
4. discuss the potential impact on American society from a post-industrial society (selective and smaller markets; speciality products; less mass production; loss of the markets by large-scale, overspecialized industries not diversified to accomodate the faddish nature of American consumers; increasing service-type jobs).

V. Collective Behavior

A. Definitions

1. define collective behavior as (mastly) spontaneous and unpredictable, emotional, usually unstructured temporary responses to an event or circumstance for which there are no clear cultural guidelines, rules, or role expectations.
2. compare the concept of a public with primary and secondary groups.

B. Structured and Unstructured Organizations

1. describe examples of unstructured collective behavior including crowds, audiences, riots, mass hysteria, panics, crazes, fads, fashions, rumors, public opinion.
2. recognize social movements as a more structured, more lasting form of collective behavior (i.e., civil rights movement, E.R.A.).
3. discuss possible pre-conditions for collective behavior as being built into social structure (structural conductiveness), e.g., frustrated social concerns, unanticipated events, instability of the system.
4. explain the importance of communication in arousing and igniting collective behavior, e.g., the roles of rumors, propaganda, public relations, public opinion and mass media.
5. discuss (at least) five basic conditions, in addition to "pre-conditions," which are theoretically necessary for collective behavior to occur, (i.e., societal strain, significant sharing of beliefs (communication), a triggering incident, mobilization of support, effects of social controls on the course of action.

IV. Change

A. Theory

1. define social change (an alteration for better or worse in a society's social organization, its social institutions, or its social structure).
2. compare planned and unplanned social change.
3. recognize that all societies are in the process of change, but the rate of change differs.
4. identify leading theories which attempt to explain social change, i.e., evolutionary theories including diffusion, geographic determinism, biological determinism, social ecology, and cultural lag.
5. describe the evolutionary theory of change (contends that societies progressed from simple or primitive to more complex or civilized forms).
6. describe cyclical theories (societies are moving toward extinction rather than perfection: through life cycles, naturally in a life span).
7. discuss monocausal theories including diffusion, geographic determinism, biological determinism, social ecology, and cultural lag.
8. compare contrasting contemporary theories of social change: equilibrium (stressing adjustments for stability) and conflict (emphasizing conflict and change, shifting or among groups, and built into the social structure).

9. recognize that theories of social change should relate the internal nature of a society and the relationships between the society and its external environment (What? Direction? How? Why?).
10. recognize factors/sources of social change as internal sources (e.g., acculturation, diffusion).
11. define cultural lag (strain in the existing social order caused by the necessity of adjusting to a new invention/material culture).
12. explain how a given social change may influence values, norms, and roles in society.

B. Technology

1. identify modernization as changed (political, social, psychological) toward a society typical of advanced industrial nations.
2. discuss possible strains and adjustment resulting from modernization.
3. discuss the influences of changing technology on occupational structure (especially in service occupations) and factors contributing to alienation of workers.
4. discuss the future of the post-industrial society including organization of theoretical knowledge, access to information and control of decision making, information production, advancement of theoretical knowledge.
5. discuss basic dilemmas of modern society resulting from modernization and industrialization which form potential problems for the future (e.g., economic growth vs. environmental costs and alienation; control over technological development as it affects environment and human development and existence; mechanisms for distribution of wealth vs. finding ways to cope with increasing population; providing meaningful social roles (self respect) for increasing numbers of the jobless).

C. Urbanization

1. analyze data to identify causes and results of urbanization.
2. identify major social changes that have occurred as U.S. society changed from rural to urban.

D. Social Movements

1. discuss social movement as a deliberate attempt made by a large number of people to bring about change, or to resist change, through group effort.
2. list basic features/characteristics of social movements including concepts of membership, idealism, structure, life cycle, shared values, norms, ideology, activism, pluralism.

3. list examples from different categories of social movements of each of five categories of social movements (e.g., reform: abolition, women's suffrage, prohibition, environment, blacks rights; alternative: alcoholics anonymous, Salvation Army; revolutionary: Russian/Bolshevik; resistance/countermovement: KKK, backlash to integration, John Birch Society; expressive: religious cults).
4. discuss cause of social movements (i.e., rising expectations, relative deprivations).
5. formulate guidelines which may be used by an organization to accomplish social change in a community.
6. list examples of social movements from U.S. history including early Socialist labor movement, environmental preservation, WCTU, Gay Liberation, ERA, black civil rights movement.
7. analyze causes, goals, methods, accomplishments of a specific social movement (i.e., civil rights, moral majority).

E. Future

1. predict significant changes in society resulting from changes in communications, language, transportation, production, entertainment, general life quality, innovation.
2. define future shock.
3. evaluate significance of the problems caused by future shock using specific examples.
4. list various means by which individuals and society can cope with potential future shock problems.
5. debate "Can we adapt quickly enough to keep up with the pace of change?"
6. debate "Can we cause the kind of future we prefer to have?"

VII. Social Issues

A. Problems

1. discuss ecological problems threatening human survival caused by institutionalized patterns of human activity and values (air and water pollution, pesticides, misuse of forests and other resources, etc.).
2. assess current attempts to solve ecological problems.
3. discuss consequences of rapid population growth including unemployment and underemployment; potential political instability; a significantly younger population; over urbanization.

4. discuss the relevancy of the theory of Malthus to current world population problems.
5. identify patterns of human behavior and social values which contribute to the causes and possible solutions of over-population.
6. recognize technology as the most important reason for social change in recent history.
7. identify several positive and negative consequences of technological progress (health care services, occupational specialization, urbanization, governmental expansion, geographic mobility, etc.).
- 8/ discuss the roles of the American family and governments in the care and welfare of the elderly.
9. define extrapolation with reference to methodology of sociologists (prediction of a future cultural trend within a society on the basis of observation of an existing trend).
10. discuss the types, causes and methods of control for crime.
11. explain terrorism.
12. give reasons or causes of and methods of dealing with terrorism.

VIII. Careers

A. Education and Training

1. explain the importance of social work in our society.
2. review the prerequisite skills and interests of a person considering sociology as a field of study.
3. compare personal characteristics with those of successful sociologists and related careers.

B. Fields of Employment

1. discuss the conditions of employment and remuneration in the field of social work.
2. list careers that would be of available to a person who selected sociology as a field of study.

GOVERNMENT

The content of the Government and Civics Graded Course of Study is to provide the student with a knowledge of the political ideologies of the world, a knowledge of the heritage of government of the United States and a knowledge of the institutions and political activities of the United States government at the national, state and local levels.

In addition to the students' involvement in the local, state and national political decision-making process, instruction should also be provided on those issues stemming from interdependence of nations and those issues that are a part of international politics.

The basic purpose of the government and civics course of study is to encourage young adults to become effective participating citizens in a democratic society and the world community.

210 The approach taken in the course of study is a consolidation of an institutional approach and political approach, emphasizing the process of citizen participation. However, this does not preclude other instructional approaches.

Roman numeral XI pertains to a possible elective Civics Program entitled "Criminal Justice" which could be offered at the 9th grade.

PROGRAM OBJECTIVES

1. Develop an understanding of the concepts of institutions, documents, decision making, and citizenship with emphasis on the legal system and constitutional law.
2. Increase understanding of individual constitutional rights and responsibilities.
3. Develop an understanding of the legal heritage of our nation and the world that will enable them to deal with political, economic, and social aspect of their world.
4. Develop an appreciation for an understanding of citizens' rights through active participation in the economic, social, and political systems.
5. Provide opportunities to examine personal, political, and social values and to be aware of the consequences of specific value positions.
6. Be able to locate, acquire, organize, evaluate, and communicate information and apply critical thinking and problem solving skills to analyze issues and make decisions.
7. Understand the American legal system.
8. Recognize the U.S. Government as a federal system.
9. Recognize that the judiciary interprets and applies the law.

CONTENT OUTLINE FOR GOVERNMENT

- 212
- I. Foundations of the American Governmental System
 - A. Political Systems
 - B. Economic Systems
 - C. Heritage of American Government
 - D. Constitution: Basic Principles & Development
 - E. American Federal System
 - II. Rights and Responsibilities
 - A. Immigration and Citizenship
 - B. Civil Rights
 - III. American Democracy: Political Participation
 - A. Politics and Political Parties
 - B. Voting and Voting Behavior
 - C. Election Process
 - D. Public Opinion and Pressure Groups
 - IV. Legislative Branch
 - A. Congress
 - B. Congress at Work
 - C. Powers of Congress
 - D. Congressional Powers of Taxation & Commerce
 - V. The Executive Branch
 - A. President
 - B. Office and Powers of the President
 - VI. Judicial Branch
 - A. National Courts
 - B. Administering Law
 - VII. Policy Making
 - A. Bureaucracy
 - B. Foreign Policy
 - C. Defense Policy
 - D. Economic Policy
 - E. Labor Policy
 - F. Resource Policy
 - G. Social Policy
 - H. Public Service Policy
 - I. Regulatory Policy
 - VIII. Organization & Operation of Ohio State Government
 - A. Constitution
 - B. Legislative Branch
 - C. Executive Branch
 - D. State Court System
 - E. Elections & Ohio Political Parties
 - F. Citizen Participation
 - G. Financing the State Government
 - IX. Organization of Local Governments in Ohio
 - A. County Government
 - B. City Government
 - C. Village Government
 - D. Township Government
 - E. Local Boards of Education
 - X. Ohio Mock Trial Program
 - A. The American Legal System
 - B. Civil Rights and Liberties
 - C. The Judicial System

XI. Civics (Criminal Justice: An Elective)

- A. The Origins of Written Law
- B. The Concept of Due Process
- C. The Judicial System
- D. Sentencing, Punishment & Rehabilitation
- E. The American Legal System
- F. Culture and Juvenile Law

XII. Careers

- A. Training and Interests
- B. Occupations

GOVERNMENT

I. Foundations of the American Governmental System

A. Political Systems

- state
1. define the term state (country/nation-state).
 2. identify four elements that characterize a state.
 3. define state, nation, colony, commonwealth, dominion, and providence.
 4. discuss the difference between countries and other political units (state, commonwealth, dominions, etc.).
- government
5. define government.
 6. define republic.
 7. identify the types of republics (autocracy, oligarchy, democracy).
 8. contrast the similarities and the difference of various types of republics.
 9. define monarchy.
 10. list the types of monarchies - limited and absolute.
 11. contrast the similarities and difference of various types of monarchies.
- ideology
12. discuss the different forms of world governments.
 13. define political ideology.
 14. list the various types of ideologies - democratic, authoritarian, totalitarian.
 15. discuss different countries' political ideologies.
 16. contrast the various political ideologies.
 17. recognize the problems of creating a new government.
- governmental structure
18. compare attitudes toward government.
 19. describe the successes and failures of the various types of governments.
 20. evaluate the strengths and weaknesses of various types of government.
 21. identify the factors that have influenced attitudes toward government.
 22. identify services citizens expect from their government.
 23. relate different ideologies to present day world events.

B. Economic Systems

- economics
1. define economics.
 2. recognize that each society must answer three basic economic questions: What is to be produced? How will those goods and services be produced? For whom will they be produced?

comparative systems

3. list examples of natural resources, capital resources, and human resources.
4. describe traditional, command, and market economies.
5. list the types of economic systems (capitalism, fascism, socialism, communism).
6. describe the basic characteristics of capitalism, fascism, socialism, communism.
7. explain the relationship between government and economic systems.
8. choose an economic system and pick a political system that would enhance that economic system.
9. develop a chart showing the major economic systems of the world and how each system answers the questions of what, how and for whom.
10. evaluate the strengths and weaknesses of various economic systems.
11. define major social beliefs that effect the world.
12. relate each social belief to an economic system.
13. relate each social belief to a political system.
14. compare the political economic and social beliefs of a country to the United States.
15. create an imaginary state formulating the state's political, economic and social beliefs.

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C. Heritage of American Government

political and
legal history

1. discuss the types of colonial governments.
2. explain some early attempts the colonies made to unite to their governments.
3. examine the Declaration of Independence.
4. explain the three parts to the Declaration of Independence: statement of ideas, list of grievances, and conclusion.
5. describe the contributions of the Magna Carta, English Bill of Rights, Mayflower Compact, Locke, Montesquieu and Rousseau to the United States government.
6. define the term constitution.
7. describe the main provisions of the Articles of Confederation.
8. discuss the successes and failures of the Articles of Confederation.
9. explain unalienable Rights as used in the Declaration of Independence.
10. discuss the major questions facing the writers of the Constitution.
11. compare the major ideas of the Articles of Confederation, the Virginia Plan, the New Jersey Plan and the Constitution of 1787.
12. develop a chart depicting the major steps and events leading finally to the Constitution and its ratification.
13. compare development of American democracy to the political systems of emerging nations.

comparative government

D. Constitution: Basic Principles and Development

limits and structure

1. recall the definition of constitution.
2. define popular sovereignty.
3. identify limited government.
4. describe the system of checks and balance.
5. relate the functions and powers of the legislative, executive, and judicial branches to separation of powers and to the system of checks and balances.
6. prepare a chart showing the three branches of the national government, the powers each has, and the check each has placed upon it.
7. recall judicial review and constitutionality.
8. define amendment.

process for change

9. describe the two basic ways in which constitutional change has come about - formal and informal amendments.
10. recognize that the United States Constitution sets up a federal government.
11. identify federal, unitary, and confederate.
12. list the major ideas expressed in the Bill of Rights.
13. formulate a chart showing the steps taken to amend the constitution formally and informally.
14. compare the methods by which the Constitution of the United States may be amended with the process other countries take to change their constitutions.
15. categorize Amendments Eleven through Twenty-six.
16. to identify and apply these principles to contemporary problems and situations.

E. American Federal System

federalism

1. discuss the advantages and disadvantages of a federal system of government.
2. identify delegated, expressed, implied, inherent, reserved, and concurrent powers.
3. list the powers denied to the national government and state governments.
4. recognize the Constitution as the supreme law of the land.
5. name the national government's obligations to the states.
6. explain the process by which new states are admitted to the Union.
7. discuss ways in which the national government and states cooperate with one another.

8. identify ways in which states cooperate with one another.
9. collect examples of the types of powers using the newspaper and periodicals.

II. Rights and Responsibilities

A. Immigration and Citizenship

immigration

1. define citizenship, immigration, alien, expatriation, and naturalization.
2. report on some past and present immigration policies of the United States.
3. identify jus soli and jus sanguinis.
4. discuss ways a person may lose his citizenship.
5. list some reasons immigrants have had for coming to the United States.
6. describe the process of naturalization.
7. describe some rights and responsibilities of citizenship.
8. formulate a chart listing the advantages of citizenship, the privileges of citizenship, and responsibilities of citizenship.
9. identify the drawing factor for the influx of illegal aliens.
10. identify some sources of illegal aliens.
11. discuss the inadequacy of the laws dealing with illegal aliens.
12. describe some methods which have been used for anonymity.
13. discuss the impact the illegal alien has on the job market.
14. analyze why illegal aliens will accept jobs Americans won't accept.
15. evaluate current immigration policies.

citizenship

B. Civil Rights

rights and freedoms

1. define civil rights and civil liberties.
2. identify certain civil rights guaranteed by the Constitution.
3. recognize that civil rights are relative, not absolute
4. recognize that the Supreme Court has held that a number of the guarantees in Bill of Rights are also part of the Fourteenth Amendment's due process clause.
5. examine the theory of separation of church and state.
6. review some Supreme Court decisions involving the freedom of religion.
7. identify the freedoms in Amendment One.
8. review some Supreme Court decisions and Acts of Congress involving the freedoms in Amendment One.
9. discuss the purpose of Amendment Two.

10. debate the right to bear arms.
11. identify due process clauses.
12. identify police powers.
13. list some of the police powers each state has.
14. differentiate between due process and police powers.
15. identify amendments to the Constitution that deal with a citizens right to fair treatment under the law.
16. identify amendments to the Constitution that deal with the right to freedom and the security of the person.
17. define writ of Habeas Corpus bill of attainder, ex post facto, double jeopardy, and self-incrimination.
18. analyze Supreme Court decisions and acts of Congress dealing with fair treatment for those accused of a crime.
19. locate newspaper articles or periodicals that deal with the rights of a person accused of a crime.
20. identify the Civil Liberties Union.
21. recognize that civil rights are what the Supreme Court says they are.
22. differentiate a right from a freedom.
23. analyze the trade offs that are happening today (i.e., trading a freedom for a right). (free speech vs. right of privacy)

III. American Democracy: Political Participation

A. Politics and Political Parties

politics and parties

1. define politics.
2. list some examples of political behavior.
3. analyze some reasons why a person would want to participate in politics.
4. recognize that political action helps resolve conflicts,
5. discuss how a young person can get involved in politics.
6. define political party.
7. define political machine.
8. explain how political parties develop.
9. define coalition.
10. examine how political coalitions are created.
11. identify the specific functions political parties serve.
12. review the history of the two-party tradition of the United States.
13. discuss the similarities and differences if the two major parties.
14. recognize that differences in political parties are judged by examining the party images, by examining the voters who traditionally make up the party coalitions, and by examining the party platforms.

15. define party platform and planks.
16. collect examples from the platforms of the two major parties in areas such as welfare, jobs, women's rights, labor, education, old age, and health.
17. analyze the conditions which may cause a third party to develop.
18. discuss how third parties differ from major parties.
19. recognize that third parties (minor parties) are divided into specific groups: ideological-promoting a specific doctrine or belief; transient parties-shortlived; personal parties-founded by one person.
20. discuss examples of the types of third parties.
21. evaluate the impact of third parties on the political systems.
22. define what is meant by American political parties as being decentralized and undisciplined.
23. explain the important functions served by the national conventions.
24. describe how a typical convention is structured.
25. recognize that the strongest party organizations are at the precinct or county level.
26. discuss alternatives to the convention system for nominating candidates.
27. prepare a bulletin board display depicting the two major political parties and their party platforms and party principles.
28. list major sources for campaigning funds.
29. explain some of the Federal laws dealing with campaign financing.
30. identify the Federal Election Commission.
31. identify limitations on funding.
32. analyze the statement "Interest in political parties is diminishing."
33. evaluate proposals to improve campaign financing.
34. discuss current political philosophies.

philosophies

B. Voting and Voting Behavior

suffrage

1. define suffrage
2. explain the difference between the right of free speech and the right to vote.
3. discuss the development of the American suffrage laws-Amendments Fifteen, Nineteen, Twenty-three, Twenty-four, and Twenty-five.

franchise

4. recognize the states traditionally controlled who could vote.
5. discuss the basic qualifications that all fifty States require to determine who may vote.

voting procedures

6. explain the purpose of voter registration.
7. explain ways in which persons were disfranchised.

8. evaluate literacy as a criterion for voting.
9. discuss acts of Congress that implement the guarantees of the Fifteenth Amendment.
10. evaluate the problems of the non-voter and the effect of the non-voter on future elections.
11. design a chart dealing with factors affecting voter turn out in American elections.
12. design some graphs, either bar, line, or pie, showing American voting records during the 20th century, depicting those who voted, those who did not vote, and the total population of voting age.
13. develop a list of factors that affect how a person votes.
14. identify political socialization.

C. Election Process

american elections

1. identify basic steps in the popular election process.
2. list the different methods of nomination.
3. differentiate between direct primary and open primary.
4. evaluate the advantages and disadvantages of the direct and open primaries.

national elections

5. explain how the presidential primary differs from the direct primary.
6. evaluate the presidential primary system.
7. discuss the purpose of non partisan primary and run-off primaries.

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state elections

8. recognize that the election process is mostly regulated by state law.
9. explain when national elections and state elections are held.
10. define precinct.
11. discuss the operations of a typical polling place.
12. discuss the characteristics of the Australian ballot system.
13. identify the chief forms of the Australian ballot used among the States.
14. explain some of the present voting systems used throughout the United States.
15. prepare a poster of sample ballots from elections held in the local community and the State.
16. organize an election from voter registration to the election of a candidate.
17. analyze whether the Twenty-sixth Amendment has generated more participation and involvement in elections and government.

D. Public Opinion and Pressure Groups

lobbying and
influences

1. define public opinion.
2. list the most important factors influencing the formation of public opinion.
3. recognize that public opinion arises out of all the factors which influence thought and action.
4. define opinion leader.
5. list examples of some opinion leaders.
6. describe the influence of the media in forming public opinion.
7. compare the media coverage of a current political issue.
8. identify liberal and conservative positions on a current political issue.

propaganda

9. define propaganda.
10. describe ways public opinion can be swayed (major forms of propaganda).
11. collect examples of the most common propaganda techniques.
12. list criteria needed to measure public opinion.
13. recognize that public opinion influences government through voting, special-interest groups, and public opinion polls.

pressure groups

14. define interest group, pressure group, and lobbyist.
15. distinguish between direct lobbying and indirect lobbying.
16. distinguish between private interest groups and public interest groups.
17. discuss the purpose of most pressure groups.
18. list reasons why pressure groups are formed.
19. evaluate the role lobbyist and interest groups play in our government.
20. examine the various tactics used by pressure groups (i.e., P.A.C.).
21. differentiate between political parties and pressure groups.
22. identify significant pressure groups that attempt to influence governmental policies.

positive and
negative influences

23. evaluate the value pressure groups in our government.
24. examine the number of ways in which one's own behavior and attitudes are influenced by the propaganda effects of both public and private agencies.
25. interpret the phrase lobbying: the fourth branch of government.
26. collect examples showing how lobbying influences congressional decisions.
27. evaluate laws regulating lobbying.

IV. Legislative Branch

lawmaking

A. Congress

bicameralism and orgainzation

1. discuss the reasons a representative legislative body is essential to a democratic government.
2. define bicameral.
3. discuss the historical background of bicameralism.
4. recognize Congress as being bicameral.
5. describe the terms and sessions of the House of Representatives.
6. explain the qualifications for becoming a representative.
7. explain how a vacancy in the House is filled.
8. compare the size of the House of Representatives with the Senate.
9. define apportionment, reapportionment and redistricting.
10. explain how the number of representatives each State has is determined.
11. recognize that State legislatures draw congressional district boundaries.
12. name own congressional district.
13. define gerrymandering.
14. assess the importance of the Wesberry vs. Sanders Supreme Court case on population variations.
15. describe the terms and sessions of the Senate.
16. explain the qualifications for becoming a Senator.
17. explain how a vacancy is filled in the Senate.
18. define "a continuous body" as relating to the Senate.
19. explain the intent of the Seventeenth Amendment.
20. describe some of the privileges members of Congress have.

B. Congress at Work

functions of congress

1. define State of the Union Message.
2. describe the role of the Speaker of the House and the President pro tempore.
3. define party whips and party caucus.
4. describe the positions of leadership in the House of Representatives and in the Senate.
5. name contemporary congressional leadership.
6. compare the organization of the House and the Senate.
7. describe the role of congressional committees.
8. identify the most powerful committees and committee chairperson of the House and Senate.

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- conflicts
- making law
- current events
9. explain the selection of committee chairpersons.
 10. describe the different types of committees set up by (i.e., standing, select, joint, and conference).
 11. define chair, seniority, and agenda.
 12. discuss the effects of changing organizational practices in the Congress.
 13. explain the seniority system and committee assignments.
 14. evaluate the seniority system.
 15. compare and contrast the relationship between the legislative and executive branches.
 16. identify areas in which Congress has lost power to the executive branch.
 17. define logrolling, arm twisting, to impound, and executive agreement.
 18. describe ways in which Congress is trying to reassert its power.
 19. define nepotism, conflict of interest, junketing, ethics, and the relationship of these terms to the problems in Congress.
 20. relate own opinions about congressional ethics.
 21. evaluate the effectiveness of the codes of ethics passed by Congress.
 22. analyze the people's confidence in Congress.
 23. propose ways the people's confidence in Congress can be enhanced or weakened.
 24. describe the typical day of a Congressman.
 25. debate various interpretations of representation (conscience, public opinion, party).
 26. recognize the primary purpose of Congress is to pass laws.
 27. define bill, resolutions, and riders.
 28. recognize that most bills originate in the executive branch.
 29. describe the types of bills and resolutions Congress considers each session.
 30. recognize that the Constitution provides that all bills for raising revenue must originate in the House.
 31. analyze the advantages and disadvantages of a current proposed bill.
 32. define hopper, marking up a bill, filibuster, override the veto.
 33. identify the steps in the making of a law, its introduction to the President's signing of a bill.
 34. design a detailed flow chart showing how a bill becomes a law.
 35. describe the purpose of the Library of Congress.
 36. evaluate why the founders of the Constitution provide that all bills for raising revenue must originate in the House of Representatives.
 37. examine the checks placed upon Congress by the Executive Branch and the Judicial Branch.
 38. discuss and evaluate current Congressional actions.

powers

C. Powers of Congress

constructionism

judicial review

limits

taxation

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tariffs

direct-indirect taxes

1. explain the three ways in which the Constitution delegates specific powers to Congress.
2. list examples of expressed powers, implied powers, and inherent powers.
3. explain the importance of the elastic clause - necessary and proper.
4. distinguish between broad construction and strict construction of the Constitution.
5. review the early history of the interpretation of the Constitution (Powers of Congress).
6. discuss the importance of the Supreme Court case of McCulloch vs. Maryland.
7. define the term impeachment.
8. differentiate between impeachment and conviction.
9. describe how several nonlegislative powers of Congress illustrate the principle of checks and balances (i.e., investigative, advice, consent, etc.).
10. discuss the limitations placed upon Congress by the Constitution.

D. Congressional Powers of Taxation and Commerce

1. recognize that Congress's power to lay and collect taxes and the power to regulate foreign and interstate commerce are the most significant powers of Congress.
2. discuss the basic purpose of taxation.
3. define protective tariff.
4. list some examples of the use of protective tariffs.
5. describe the one implied and four expressed limitations that the Constitution imposes upon Congress.
6. define what constitutes a direct tax and an indirect tax.
7. identify examples of direct taxes and indirect taxes.
8. relate the Sixteenth Amendment to direct taxation.
9. describe the concept of withholding taxes.
10. discuss the operation of the Internal Revenue Service.
11. recognize that the individual income taxes account for the largest share of federal revenue.
12. practice completing IRS Form 1040A to understand tax returns and the use of tax tables.
13. define a progressive tax and regressive tax.
14. differentiate between progressive and regressive taxes.

commerce

15. list some criteria for good taxes.
16. prepare a list of criticisms of the present tax systems.
17. propose ideas for tax reforms.
18. define commerce.
19. evaluate proposals for tax reform.
20. discuss examples of foreign commerce and interstate commerce.
21. relate some significant Supreme Court decisions and antitrust acts of Congress to Congress's power to regulate foreign and interstate trade.
22. construct a graph illustrating the scope and importance of the commerce power.

V. The Executive Branch

A. President

qualifications and
limits

1. discuss the constitutional requirements for the presidency.
2. discuss the unwritten requirements for the presidency.
3. describe the term of office of the President and his compensation.
4. relate the importance of the Twenty-second Amendment to the Presidency.
5. tell the importance of the Twentieth Amendment.
6. explain what is meant by the Lame Duck Amendment.
7. compare the backgrounds of some of the men who became President.
8. discuss the vice presidency: qualifications, term of office, and compensation.
9. describe the Vice President's one constitutional duty.
10. relate the effect the Twelfth Amendment had on the vice presidency.
11. relate some past Vice President's descriptions of the office.
12. explain the provisions of the 25th Amendment with respect to presidential disability and succession.
13. discuss some of the problems the Constitutional Convention had in the method of choosing a President.
14. report on the impact that the rise of parties had on the presidency.
15. recall reasons for the passage of the Twelfth Amendment.
16. define elector.
17. describe the operations of the electoral college system today.
18. explain the winner-take-all-concept.
19. describe the path to the presidency from local conventions or primaries to the electoral college.
20. discuss the advantages and disadvantages of the electoral college system.
21. organize a presidential election for the class.

election

B. Office and Powers of the President

powers and
organization

1. list the powers granted to the President by the Constitution.
2. organize the powers of the President into categories (ex., executive, diplomatic, military, legislative, and judicial).
3. list the informal powers of the President.
4. recognize that the nature of the powers of the President have been shaped mainly by the manner in which stronger Presidents have used their powers.
5. define diplomat.
6. describe the President's role as the Head of State and Chief Diplomat.
7. discuss the President's power to make treaties.
8. examine the reasons why treaties are less important today than in the past.
9. evaluate the role Congress in foreign affairs.
10. explain the judicial powers of the President (pardon, reprieve, commutation, and amnesty).
11. examine fully what the power of commander-in-chief means.
12. explain civilian supremacy.
13. describe the role of Congress with respect to its war-making powers.
14. discuss the provisions of the War Powers Resolution of 1973.
15. describe the President's peacetime powers as commander-in-chief giving examples from the past presidents or in current events.
16. describe ways in which the President is the Chief Executive.
17. define cabinet.
18. discuss the purpose of the President's Cabinet.
19. identify important factors that influence cabinet selection.
20. discuss the power of appointment and removal power.
21. review the executive departments and their major responsibilities.
22. name the persons who make up the cabinet.
23. recognize that the Constitution gives the President legislative duties.
24. define veto.
25. name the ways the President may veto a bill.
26. identify the tactics used by the President to get their legislative programs enacted.
27. recognize that the President proposes and disposes legislation.
28. describe the President's role as public opinion leader.
29. describe the President's powers and role as head of his party.
30. discuss whether party members of Congress should always support the President.

political
responsibility

31. recognize that the President's power is not absolute as head of the party.
32. discuss methods that the President sometimes uses to influence voters to support his party.
33. explain how the President's role as party leader relates to the role as chief legislator.
34. describe the President's role as world leader.
35. cite reasons why the President has become "leader of the Free World."
36. explain how the power of the presidency has increased as the United States grew into a more powerful nation.
37. describe the legislative and judicial limitations placed on the President.
38. explain the importance of the State of the Union Message.
39. create a chart listing the formal and informal powers of the President.
40. assemble newspaper articles exemplifying the different roles of the President.
41. list the major agencies of the Executive Office of the President.
42. describe briefly the duties of each of the agencies of the Executive Office.
43. define domestic policy and foreign policy.
44. recognize some of the agencies of the Executive Office are concerned with domestic policy, while others deal with foreign policy.
45. discuss why the Office of Management and Budget may be the most powerful and the most important.
46. create a chart showing the organization to the Executive Office of the President.
47. compare the role of the President with the role of the leader of any other nation.
48. analyze how the mood of the American public affects the term of the office of the President.
49. discuss and evaluate Presidential actions.

current events

VI. Judicial Branch

A. National Courts

interpretation
application
evaluation

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1. recognize that the judiciary interprets and applies the law.
2. define dial court system as it applies to our country.
3. differentiate between constitutional courts and special courts.
4. describe the structure and function of constitutional courts and special courts.

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5. define jurisdiction.
6. distinguish between the exclusive jurisdiction and concurrent jurisdiction.
7. differentiate between original jurisdiction and appellate jurisdiction.
8. formulate a chart listing the constitutional courts and special courts and the type of jurisdiction each court has.
9. describe the selection of Supreme Court justices and their term of office.
10. discuss the importance of the Supreme Court case Marbury vs. Madison.
11. recognize that the Supreme Court has the final authority on the Constitution.
12. recognize that the largest federal case load is in the district courts.
13. discuss ways in which cases reach the Supreme Court.
14. identify the opinions the Supreme Court issues (ex., majority, dissenting, etc.).
15. discuss the methods of selecting judges for the constitutional courts and special courts.
16. define stare decisis, judicial activism, and judicial restraint.
17. discuss some activist and restraint decisions of the Supreme Court.
18. evaluate key decisions of the Warren and Burger courts.
19. examine the voting record of Court Justices.
20. analyze whether or not courts, as they decide cases, "make Law" when they interpret and apply provisions in statutes or in the Constitution.
21. describe the role that the courts play in the system of checks and balances.
22. analyze whether or not the Supreme Court justices should be elected by the people.
23. analyze why the founding fathers made the term for Supreme Court justice for life.

B. Administering Law

1. describe the major responsibilities of the Justice Department.
2. identify the jobs of Attorney General, Solicitor General, and United States Marshalls.
3. list the largest divisions of the Justice Department, explaining their activities as each one is listed.
4. describe briefly other concerns of the Justice Department (ex., Office of Legal Counsel, Bureau of Prisons, etc.).

due process

5. identify seasons for the judicial logjam.
6. define flea bargaining.
7. identify possible solutions to the judicial logjam.
8. evaluate proposed judicial reforms.
9. recognize that federal judges have great discretionary power in imposing sentences.
10. describe the types of sentences from which judges choose.
11. define sentencing disparities.
12. describe ways to lessen sentencing disparities.
13. differentiate between prison and jail.
14. analyze the theories of punishment (i.e., retribution, deterrence, incapacitation, and rehabilitation).
15. evaluate the rehabilitation programs.
16. evalutate proposed alternatives to the present penal system.

criminal
justice

VII. Policy Making

A. Bureaucracy

bureaucracy

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1. recognize ideally bureaucracy is a logical system for doing complicated jobs.
2. recoginize that bureaucracy is an essential characteristic of any large organization.
3. describe the characteristics of a bureaucracy.
4. discuss some shortcomings of a bureaucracy.
5. create an organization chart for the school system.
6. analyze how decisions are made in a bureaucracy.
7. recognize that one out of six Americans works for the government.
8. recognize that the executive branch is the largest bureaucracy.
9. tell the difference between the executive agency, regulatory agency, and government corporation.
10. differentiate between a cabinet department and an independent executive agency.
11. explain the development of government corporations.
12. describe how government workers are selected.
13. review the steps necessary for securing a civil service job.
14. compare the spoils system and the civil service system.
15. describe how federal bureaucrats reach decisions.
16. discuss some ways on which bureaucrats often face conflicting loyalties.

17. list reasons why it has been so hard to reform the bureacracy.
18. describe proposals made to reform the bureaucracy.
19. discuss the advantages and disadvantages of bureaucracy.
20. analyze the quasi-ligislative powers of the regulatory agencies, supplying examples which demonstrate this power.

foreign affairs

B. Foreign Policy

goals

powers

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united nations

1. identify the term isolationism.
2. discuss the idea that we live in one world.
3. define foreign policy.
4. list the traditional foreign policy goals of the U.S.
5. list the methods implement foreign policy (i.e., foreign aid, military, etc.).
6. explain the purpose for any country's foreign policy.
7. recognize that foreign policy goals sometimes can be in conflict.
8. list the powers of the President and Congress in creating foreign policy.
9. describe the roles of the Secretary of State, the State Department, the Foreign Service and the National Security Council in formulating foreign policy.
10. describe the makeup of a typical United States legation in a foreign capital (i.e., diplomat, ambassador, legation, embassy, monister, consul, attache, envoy).
11. define diplomatic immunity.
12. create a list of qualifications for our foreign representatives.
13. define bipartisan.
14. list some advantages and disadvantages of bipartisanship.
15. explain the United States policy of deterrence.
16. recognize that many department and agencies have foreign policy responsibilities in addition to the Departments of State and Defense.
17. describe regional security treaties of the United States.
18. analyze what factors have lead to the presidential supremacy in foreign affairs.
19. define the chief goal of the United Nations.
20. explain the structure of the United Nations.
21. describe briefly the powers and functions of the six major bodies of the United Nations.
22. name the permanent members of the Security Council.
23. explain the power of veto that permanent members have.
24. evaluate the effectiveness of the United Nations.

25. construct a graph showing American Foreign Aid since 1945.
26. define collective security.
27. relate the concept of collective security to the United Nations and to alliances.
28. relate the significance of the Korean War in relationship the the United Nations.
29. explain how alliances help fulfill the foreign policy goals of the United States.
30. recognize that foreign policy may be as much a reaction to external happenings as a carefully planned strategy.
31. prepare a chart listing examples of the ways in which the content and conduct of the United States foreign politics are reflected in everyday life of one's own community.
32. discuss whether the architect of foreign policy is the Secretary of State or the National Security Advisor.
33. analyze why the post World War II alliances are in jeopardy (every country is for itself).
34. analyze how much foreign policy is politically motivated and how much is economically motivated.
35. analyze current foreign policy problems.

current policies

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responsibilities

C. Defense Policy

1. describe the President's role in making defense policy.
2. list the people and agencies that help the President in formulating defense policy.
3. define the roles played by the Secretary of Defense, the Department of Defense, the Joint Chiefs of Staff, the National Security Council, and the CIA in the making of defense.
4. explain the close relationship between foreign policy and defense policy.
5. describe the major functions of each of the subordinate departments within the Defense Department.
6. describe the functions of some of the independent agencies such as NASA, United States Arms Control and Disarmament Agency, etc.
7. describe the different forms of military strength (i.e., offensive, defensive, and deterrent powers).
8. differentiate between defense policy and military policy.
9. define triad.
10. describe the United States triad defense policy.
11. define militarism.

agency functions

current policy

12. explain the political and economic implications of defense policy.
13. debate the pros and cons on defense spending.
14. identify determining factors that justify military intervention in national interest.
15. evaluate current defense policy.

D. Economic Policy

capitalism

1. identify GNP.
2. list factors that affect the GNP.
3. explain how money, goods, and services flow among (a) producers and consumers; (b) banks and consumers; (c) banks and producers; (d) producers and the rest of the world; (e) consumers and the rest of the world.
4. create a chart showing how money, goods, and services flow through the economy.

government influence

5. discuss why government is interested in promoting competition.
6. define patent, patents of invention, patents of design, copyright, royalty, and trademarks.
7. discuss the need for patent and copyright laws and its relationship to the economic growth of the country.
8. identify means by which government aids and encourages business through research and subsidies.
9. describe some of the present forms of currency.

banking

10. define federal reserve notes and silver certificates.
11. describe the purpose of the Gold Reserve Act of 1934.
12. describe the two principal systems of the banks in U.S.
13. identify "commercial banks." (Credit unions and savings and loan banks now perform the same functions as commercial banks.)
14. describe the function of the Federal Deposit Insurance Corporation and the Federal Savings and Loan Insurance Corporation.
15. explain the purpose in the creation of the Federal Reserve System.
16. describe the organization and function of the Federal Reserve System.
17. describe the ways the Federal Reserve affects the supply of money and credit.

credit

18. describe the organization and function of the Federal Home Loan Bank System.
19. explain why the Farm Credit Bank and the Small Business Administration were created by Congress.

foreign trade

20. relate the functions of the Export-Import Bank.
21. describe the organization and function of the International Monetary Fund.

budget

economic cycles

government
233 influences

22. recognize that the central government has exclusive power to regulate foreign trade.
23. evaluate methods used to regulate foreign trade.
24. name some limitations on foreign economic policy.
25. discuss the impact of cartel may have on the nation's economy.
26. define fiscal policy.
27. analyze the process of making the federal budget.
28. describe the roles of the President, Secretary of the Treasury, and Director of the OMB in making fiscal policy.
29. explain how agencies of the Treasury Department carry out fiscal policy.
30. identify the major sources of revenue for the federal government.
31. define non-tax revenues, giving examples of some.
32. define the economic concepts of recession, depression, recovery, and prosperity.
33. describe the most common forms of inflation and what causes each.
34. design a chart showing the four stages of the modern business cycle for a specific period of history.
35. identify price index.
36. create a simple price index.
37. list ways in which the government measures the state of the economy.
38. identify Consumer Price Index.
39. describe the functions of the Council of Economic Advisers.
40. analyze ways in which government influences labor, GNP, prices and the entire business cycle.

E. Labor Policy

labor unions

1. define the basic function of the Secretary of Labor and the Labor Department to the making of economic policy.
2. describe the functions of the principal agencies of the Labor Department.
3. describe important events in history of union organizations and the significance of these events.
4. recall the terms union, labor, and management.
5. list some practices (fair or unfair) used by unions or management to pursue their objectives (such as black list, featherbeading, etc.).
6. describe the collective bargaining process.
7. identify early governmental regulation on labor practices.
8. analyze the responsibilities that an employer has to his employee, an employee has to his employer, a union has to its union member and a union member has to his union.

9. identify open shop, closed shop and union shop.
10. discuss the advantages or disadvantages of union membership.
11. analyze the advantages and disadvantages of union membership.
12. debate whether or not labor unions have become too powerful in the United States.
13. debate the right of public employees to organize unions and to strike.
14. identify major acts of Congress that form the base of federal regulation of labor-management relationship today.
15. recall the terms strike, boycott, and mediator.
16. define NLRB.
17. explain the NLRB as a strike mediation force.
18. debate the compulsory union membership as a condition for continued employment.

F. Resource Policy

natural resources

1. identify conservation.
2. describe the role of the President, the Secretary of the Interior, and the Department of the Interior in formulating government resource politics.
3. describe the functions of the major agencies within the Department of Interior.
4. define public domain, tidelands, and submerged lands.
5. describe some current issues that have developed over public domain and submerged lands.
6. evaluate current policy on the federal park system.
7. explain the international law dealing with limits for territorial waters.
8. describe the broad purposes and functions of the Tennessee Valley Authority.
9. prepare a list of illustrations of the work the Department of Interior's agencies have done in the state, county, or township.

agricultural policies

10. describe the role of the President, Secretary of Agriculture, and the Department of Agriculture in formulating resource policies.
11. describe the major broad functions of the United States Department of Agriculture.
12. list examples of the broad functions of the USDA.
13. identify commodity credit corporation.
14. define flexible price supports, parity, acreage allotments, market quotas, crop loans, and subsidy.
15. analyze if it is wise that on the one hand the USDA helps farmers produce bigger and better crops while at the same time helps farmers to restrict the volume of farm goods flowing to the market.

- energy
16. compare the effectiveness of labor organizations with farm organizations in achieving benefits for their members.
 17. describe the political economic factors determining the governments policies on land useage.
 18. evaluate why there is an increase in corporate farms and a decrease in private farms.
 19. define agri-business.
 20. identify farm organizations (UFW, NFO, Grange, etc.) .
 21. evaluate the federal energy policies.

G. Social Policy

socio-economic policies

1. define the aim of social policy.
2. describe the role of the President, the Secretary of Health and Human Services, and the Department of Health and Human Services.
3. identify the major functions of the agencies within the Department of Health and Human Services.
4. review briefly a history of the United States in the social welfare field (i.e., pre/post 1930).
5. define public assistance and poor relief.
6. differentiate between public assistance and social insurance.
7. list the programs that are administered through Social Security.
8. discuss the major relief programs administered by the government and what they proved.
9. differentiate Social Security and unemployment compensation from relief programs.

social security

10. discuss problems in our society that lead persons to poverty.
11. discuss what benefits work provides for both individuals and society.
12. discuss if full employment should be a top priority of our government.
13. evaluate other students' attitudes toward unemployment and those on welfare.
14. analyze why the Social Security System is now experiencing financial difficulty.
15. analyze whether there are potential dangers in the welfare program and how to avoid these dangers.
16. define OASDI.
17. describe the role of the President, Secretary of Education, and the Education Department in formulating social policy.
18. describe the main functions of the Education Department.
19. discuss some of the federal aid to education in the last twenty-five years.

federal aid

20. discuss how government aid to education can be used to reshape society using examples such as Elementary and Secondary Education Act and the Higher Education Act.
21. analyze whether federal aid threatens control of schools traditionally in the hands of local authorities.

H. Public Service Policy

post office

1. describe the origin of the Post Office.
2. describe the role of the Postmaster General and the Post Office.
3. list reasons why Congress moved to enact the Postal Reorganization Act of 1970.
4. describe the organization of the Post Office as of 1970.
5. discuss the problems encountered by the Post Office today.
6. discuss the effects of junk mail on the taxpayer.

transportation

7. propose some solutions to the problems now facing the Post Office.
8. identify the role of the President, Secretary of Transportation, and the Department of Transportation in the making of public services.
9. explain what is meant by the nation's transportation system being described as a "private-public partnership."
10. explain the purpose of the United States Coast Guard.
11. explain in what ways the federal government is limited in dealing with transportation problems.
12. describe some problems of public transportation affecting the State, county, city, or township.
13. discuss the factors that determine postal delivery.
14. discuss the effect of technology on postal service.
15. propose solutions for the problems facing the government in public transportation.

housing

16. discuss whether the government should encourage the use of mass transportation by restricting the number of automobiles.
17. identify the goals of the Department of Housing and Urban Development.
18. identify the major operating agencies of HUD.
19. identify the major function of the Federal Housing Administration.
20. evaluate the effectiveness of HUD.
21. identify "Fanny Mae."
22. discuss how rural housing problems are treated differently from those in urban areas.

civil service

23. identify federal jobs that are under the Civil Service Commission.
24. analyze the merits of civil service testing and proven job ability.

I. Regulatory Policy

- government regulations
- regulatory regulations
1. define independent regulatory agencies.
 2. list reasons for separate existence of independent agencies.
 3. identify the different independent regulatory commissions that Congress has created.
 4. explain how these regulatory commissions exercise their quasi-legislative and quasi-judicial powers.
 5. describe the major regulatory commissions, their organization and their functions (i.e., FDA, EPA, FAA, etc.).
 6. discuss whether or not regulatory agencies such as the ICC, the FTC, and the FCC should be independent of presidential control as they are.
 7. analyze if there is too much governmental regulation on the private citizen or private business as a result of regulatory agencies.
 8. discuss the use of the federal gasoline tax.
 9. describe the role and function of the Food and Drug Administration.
 10. analyze some recent policies dealing with food or drugs.
 11. evaluate the importance or need for the Food and Drug Administration.
 12. define parochial aide tuition tax credit.
 13. name some economic compromises that are inherent in regulatory decisions (nitrite additives vs. inherent animal disease).

VIII. Organization and Operation of Ohio State Government

A. Constitution

- state government
1. recall the types of colonial governments.
 2. recognize that many of the early colonial charters became the structure for the states in 1789.
 3. recognize that present State Constitution was approved by the electorate in 1851 and is Ohio's second Constitution.
 4. discuss the basic principles on which the State Constitution is based.
 5. list the similarities in all State Constitutions.
 6. describe the methods of constitutional change and development.
 7. identify the Ohio Constitutional Revision Committee.
 8. describe how powers are divided under the State Constitution.
 9. analyze the need for reform in State Constitution.
 10. draw a flow chart illustrating amending and revision of the Constitution of Ohio.

11. construct an organization chart of Ohio State government.
12. evaluate the relationship of the Ohio Constitution to the supreme law of the land and to other forms of State law.
13. compare the Ohio Constitution to the Constitution of the United States.

B. Legislative Branch

general assembly

1. identify the name given to Ohio's legislature.
2. identify the type of legislature Ohio has.
3. identify the only State to have a unicameral legislature.
4. recall the size of the Senate and the House of Representatives.
5. describe the membership for the Ohio House of Representatives and the Senate.
6. define apportionment.
7. explain reapportionment and the role of the Apportionment Board.
8. describe the procedures for establishing boundaries for the State House of Representatives and the State Senate.
9. identify own Ohio House district, Ohio Senate district, and Congressional district.
10. describe how congressional boundaries are drawn.
11. explain the biennial sessions and special sessions.
12. identify the presiding officers and leaders of the Ohio State House and Senate and their roles.
13. discuss the legislative and nonlegislative powers of the General Assembly.
14. discuss how standing and select committee members are selected.
15. define ad hoc.
16. evaluate the advantages or disadvantages of unicameral and bicameral legislature.
17. identify the standing committees for the Ohio Senate and House of Representatives.
18. discuss the order of business in the Ohio Senate and House.
19. list sources of ideas for proposed legislation.
20. define statute.
21. describe the steps for passing a bill in the Ohio General Assembly.
22. compare how a bill becomes a law in Ohio with the U.S. Congress.
23. explain the reason(s) for voice vote in the General Assembly.
24. construct a flow chart showing the course of a bill in the Ohio General Assembly.
25. describe the organization and purpose of the Legislative Reference Bureau.

26. evaluate the role of committees in the legislative process.
27. describe the checks placed upon the General Assembly.
28. describe the process of initiative, petition and referendum.

C. Executive Branch

governor and cabinet
officers

1. recognize that the governorship is the oldest executive office in America.
2. recognize that the governor is the executive officer in each of the fifty States.
3. list the officers who make up the executive branch of government in Ohio.
4. describe the election and term of the governor of the State of Ohio.
5. list the duties of the governor given to him under the State Constitution.
6. define malfeasance in office, item veto, and ex officio.
7. organize the duties of the governor under executive powers, legislative powers, and judicial powers.
8. describe the removal procedures of the governor of Ohio.
9. describe the line of succession for the governor and the lieutenant governor.
10. recall the term of office of the lieutenant governor, attorney general, secretary of state, the auditor of the State, and the treasurer of State.
11. compare the election of the governor and lieutenant governor to the election of the President and Vice President.
12. describe the duties of the lieutenant governor, secretary of the State, auditor of the State, treasurer of the State, and the attorney general.
13. name the elected officials of the State and their positions held.
14. recognize that the majority of the laws enacted by the General Assembly are carried out through 24 administrative departments.
15. describe the major functions of some of the administrative departments of the State of Ohio.

legal system

D. State Court System

1. recall that in our federal system of government there are two separate distinct court systems: the national courts and the state courts.
2. compare the federal and state court systems.
3. list the basic functions of the courts in the State of Ohio.
4. define adversary system.

Ohio Supreme Court

types of courts

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procedures

5. compare the two types of cases that come before the courts (civil and criminal).
6. identify felonies and misdemeanors, giving examples of each.
7. identify the type of jurisdiction Ohio courts have.
8. describe the organization of the Ohio Supreme Court (i.e., composition, compensation, etc.).
9. identify the jurisdiction the Ohio Supreme Court has.
10. explain how many judges must be present to render a decision.
11. identify Judicial Conference.
12. describe the removal of an Ohio Supreme Court judge.
13. explain the organization and jurisdiction of the Ohio Courts of Appeal.
14. describe the organization and the jurisdiction of the county Court of Common Pleas.
15. identify Presiding Judge.
16. define probate and testamentary matters.
17. describe the relationship of the Probate Court, the Court of Domestic Relations, and the Juvenile Court to the Court of Common Pleas.
18. describe the organization and jurisdiction of Municipal Courts, County Courts, and Mayors' Courts.
19. describe the function of small claims court.
20. explain the selection and tenure of the judges of the Supreme Court, and the Courts of Appeals, and the Courts of Common Pleas.
21. tell how many jurors compose the grand jury.
22. define indictment, impaneled, and presentment.
23. compare the grand and petit juries.
24. explain the selection of jurors.
25. discuss the importance of jury duty.
26. evaluate the jury system.
27. describe the role that each of the following play in the courts: prosecuting attorney, marshal, sheriff, commissioner, and bailiff.
28. describe the different forms of law that are applied by the Ohio courts (i.e., common law and equity).
29. define injunction.
30. explain the purposes of the legal system.
31. define docket, plaintiff, defendant, verdict, mistrial, judgement, execution, enjoin, deposition, complaint, summons, default, counterclaim cause of action, summary judgment, discovery, and interrogatories.
32. define preliminary hearing, information, citizen's arrest, personal recognizance, unsecured appearance bond, bind over no bill, true bill, arraignment, on contest, and bill of particulars.

trials

33. describe the main steps in a jury trial.
34. identify preponderance of the evidence and clear and convincing evidence.
35. identify the state's burden in a criminal case.
36. explain when a civil or criminal case is tried without a jury.
37. define subpoena, contempt of court, qualified, direct evidence, circumstantial evidence, rules of evidence (competent, relevant, and material to the case).

evidence

38. describe how evidence is presented.
39. identify hearsay, irrelevant, immaterial, objection, sustain, and overrule.
40. describe some kinds of evidence which cannot be presented in a court.
41. identify direct examination and cross-examination.

judgement and
sentences

42. define charge, sequestered, tamper, hung jury, jury foreman, clerk of court, judgement, and judgment entry.
43. discuss some of the legal proceedings that may be conducted after the trial is over.
44. name several way of enforcing money judgements (e.g., garnishment, attachment, and foreclosure).
45. explain how sentencing differs in minor cases and criminal (serious) cases.
46. evaluate mandatory sentencing and creative sentencing.
47. define probation, parole, post-conviction relief proceeding.
48. discuss the constitutional rights a defendant is entitled to (such as, informing the accused of his rights, waiver of rights, unreasonable searches, self-incrimination, etc.).
49. tell how a private citizen or officer of the peace may arrest a person to prevent the commission of a felony or a misdeameanor.

juvenile justice

50. describe the function and the jurisdiction of the juvenile courts in Ohio.
51. discuss the procedure for the detention of juveniles in Ohio.
52. analyze some of the problems facing the juvenile court system.
53. evaluate the need for reform in Ohio's judicial procedures.
54. evaluate Ohio's penal system.
55. assess the delay and the cost in obtaining justice.

jurisdiction

56. construct a chart of the courts in Ohio's judicial system, indicating the jurisdiction of the various types of courts and by whom and for how long judges are selected.
57. describe the jurisdiction of FBI, state highway patrol, sheriffs, city, village and township police.
58. analyze the effectiveness of the law-enforcement agencies.

state elections

E. Elections and Ohio Political Parties

voting

1. list the voting qualifications for Ohio.
2. describe the registration procedures.
3. define ward and precinct.
4. identify the precinct polling place for own family.
5. describe the structure of the ballots in Ohio.
6. describe the voting procedure one follows when one enters the polling place.
7. identify the persons operating the polling place.
8. explain the procedures for absentee voting.
9. explain the organization and function of the Board of Education.
10. identify the chief election officer for Ohio.
11. differentiate primary elections and procedures from the general elections procedures.
12. describe the elections that are held in the even-numbered years and the ones held in the odd-numbered years.
13. describe the procedure or persons who wish to be a candidate for municipal, township, county, district or state office.
14. explain the procedures for write-in candidates.
15. explain the Ohio Elections Committee.
16. explain the regulations for financing campaigns.
17. identify the functions of the political party on a local and state level.
18. define political party according to the Ohio Code.
19. explain the organization of the political party at the national, state and county levels.
20. discuss the importance of political parties in Ohio.
21. define party membership.

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political parties

citizen
participation

F. Citizen Participation

1. list some lobbies which are active in Ohio.
2. discuss the importance of public hearings that are held by the state legislative committees on all proposed laws.
3. describe the procedure a citizen who wishes to testify should follow.
4. discuss the importance of writing letters to elected officials.
5. explain the function of the Legislative Public Information Office.
6. relate citizen participation in initiating constitutional amendments (initiative and referendum).
7. discuss the importance of citizen participation in political campaigns, basic goals, planning, and financing.
8. discuss ways in which citizens can monitor public officials.

taxes and
spending

G. Financing the State Government

1. list ways in which the state government in Ohio is financed.
2. define excise tax, and property tax.
3. recognize that the state government depends on revenue primarily from excise taxes.
4. differentiate between business type taxes and consumption taxes.
5. describe the state sales tax and its exemptions.
6. list those taxes which are shared by the state with the local governments.
7. describe the State General Revenue Fund.
8. define lottery.
9. discuss the advantages and disadvantages of the State Lottery.
10. identify the sources of revenue for local governments in Ohio.
11. identify tangible and intangible personal property.
12. list some nonproperty tax revenues (e.g., parking meters, dog and kennel fees, cigarette traffic tax, etc.).
13. identify capital funds.
14. define general obligation bonds and revenue bonds.
15. describe briefly how the budgets are prepared at the local subdivisions (county, township, etc.).
16. define mill.
17. describe the ten mill limitation.
18. describe how real estate taxes are collected by the county auditor (i.e., they are collected a year behind).
19. explain how taxes are distributed at the local level.

lottery

budgets

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IX. Organization of Local Government in Ohio

county

A. County Government

1. explain why county government was created.
2. identify some of the state functions the county performs.
3. describe the election and term of office for county commissioner.
4. describe the major functions of the county commissioners.
5. describe the executive powers and duties of the county commissioners.
6. describe the legislative powers and duties of the county commissioners.
7. identify the eight other elected independent county officers with whom the county commissioners must share their executive function.

8. describe duties of the County Auditor, the County Treasurer, the County Recorder, the County Engineer, the Prosecuting Attorney, the Clerk of Courts, the Sheriff, and the County Coroner.
9. describe the role and services of the County Budget Commission, the County Board of Elections, the Board of Health, and the County Department of Welfare.
10. evaluate the charter forms of county government vs. the county commissioners.
11. explain the basic factors influencing voting tendencies of people in Stark County.
12. describe some public interest groups in the county.
13. describe methods used by these interest groups and individuals to achieve their aims.
14. evaluate the effectiveness of methods employed by interest groups to accomplish their goals.
15. list examples of citizen participation in county level politics.
16. explain the basic use of local taxes by the county government.
17. list the problems facing counties.
18. propose some solutions to or alternates to county government.
19. create a chart showing the organization of a typical county government.
20. explain the function of the regional planning commission.

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city

B. City Government

1. recognize that Ohio municipalities are classified into cities and villages.
2. explain the determining factors for classifying a municipality either as a city or as a village.
3. discuss the general powers of local self-government that may be exercised by the municipality.
4. discuss the process of annexation of adjacent unincorporated territory and for consolidation of two municipal corporations of one by the other.
5. list the three types of plans of municipal government provided for in Ohio.
6. describe the organization and election of the city council including the determining factors for representation in the wards.
7. explain the duties and responsibilities of city council.
8. review the procedure for the enactment of ordinances.
9. define the role of the council president.

10. explain the relationship between the city council and the executive branch.
11. describe the committee structure under which council operates.
12. explain the checks placed upon the city council by the other branches of the city government.
13. describe the election and term for the mayor.
14. explain the duties and responsibilities of the mayor.
15. explain the differences between the strong mayor-council plan and the weak mayor-council plan.
16. identify some of the cities according to weak mayor or strong mayor council.
17. explain the veto power of the mayor.
18. describe the relationship between the mayor and city departments.
19. list the city departments and their basic roles or functions (such as city auditor, city treasurer, city solicitor, etc.).
20. recall the jurisdiction of the municipal court.
21. describe the geographic boundary of some of the Municipal Courts.
22. explain the relationship between the Municipal Court and the other two branches of city government.
23. describe the operation of some of the optional plans of government provided for in Ohio.
24. analyze the role of political parties in city government.
25. explain the differences between partisan and non-partisan elections in cities.
26. discuss the influences of labor unions and municipal employee groups on city politics.
27. analyze the factors that influence voting behavior in a city.
28. describe how to deal with the department of local government which deliver basic services to the citizens (i.e., what to do to get a chuck hole filled).
29. analyze problems confronting city government (i.e., urban decay, transportation, environment).
30. explain the influence individuals can use to influence city government.

village

C. Village Government

1. define incorporated.
2. explain the difference between an incorporated village and a village that is not incorporated.
3. identify the population characteristics of a village.

4. describe the powers of the village council.
5. describe the duties of the village council.
6. explain the election and term on village council members.
7. explain the duties of the offices of the government.
8. identify the elected and appointed officials of the village government.
9. explain the duties of the mayor of the village.
10. discuss the role of the village administrator.
11. describe the duties of the clerk and the treasurer of the village.
12. discuss the duties of the board of trustees of public affairs.
13. compare the social and economic characteristics of the village and other municipalities.
14. compare the political decision making characteristics of the village and other municipalities.
15. define home rule provisions as they apply to village government.
16. recognize local pressure groups with both economic and non-economic goals.
17. explain the goals of a non-economic group such as concerned citizens groups.
18. identify the functions of appointed boards and commissions of village government (park board, zoning board, etc.).
19. explain how the individual citizen can influence local government.

D. Township Government

township

1. recall the history and development of townships in Ohio.
2. define township according to the Ohio Revised Code.
3. explain the limitations of township government.
4. compare township government with other units of local government.
5. list the government officials of the township.
6. describe the term of office and compensation of township officials.
7. describe the duties of Township officials.
8. describe a non-partisan election.
9. discuss efforts that are used to formulate public opinion and to influence voter behavior.
10. identify pressure groups operating in the township.
11. recognize the motives and interests of pressure groups in the township.
12. describe the responsibilities of the key township employees.
13. define zoning.
14. review the basic zoning laws of the township.

15. explain how a citizen might influence township government.
16. evaluate proposal for township reform (i.e., legislative authority or abolish).
17. identify examples of cooperation and conflict, among local government.

E. Local Boards of Education

boards of education

1. review the responsibilities of the State Board of Education.
2. review the responsibilities of the Superintendent of Public Instruction.
3. review the different types of school districts in Ohio.
4. discuss the purpose of the county boards of education in Ohio.
5. discuss the role and function of city and local board of education.
6. describe the nomination and election of a board of education member.
7. identify Ohio's Sunshine Law.
8. compare the duties of the superintendent and the duties of boards of education (personnel, budgeting and appropriations, use of facilities, salary schedule, and course of study).
9. explain the role and function of the clerk treasurer.
10. identify the source of revenue for school districts.
11. differentiate between a levy and a bond issue.
12. identify the composition of a joint vocational school district and the powers given to it.
13. create an organizational chart of one's own school district.
14. examine and evaluate current board problems and policies.

X. Ohio Mock Trial Program

A. The American Legal System

1. identify and apply constitutional provisions to a specific issue or case.
2. identify and apply appropriate federal or state laws applicable to a specific issue or case.
3. identify persons or agencies charged with enforcement of specific laws.
4. determine the appropriate court which has jurisdiction for a specific case or issue.
5. demonstrate effective understand of civil legal procedures.
6. recognize, define and give examples of legal terms (i.e., arrest, civil case, criminal case, felony, misdemeanor, plaintiff, defendant, accused, indictment, charge, subpoena, warrant).

B. Civil Rights and Liberties

1. determine specific rights or liberties which have been denied in a specific issue or case.
2. select and apply appropriate court decisions that impact on a specific issue or case.
3. develop an argument in support of or opposed to infractions of constitutional rights and liberties as illustrated by a specific case.
4. describe the criminal justice system by tracing the steps of an accused from arrest to punishment, or given a list of the steps. Place them in correct order.

C. The Judicial System

1. develop a criteria to evaluate the legal process.
2. evaluate a specific case using criteria including fairness to the defendant and plaintiff, competency of the participants, and efficiency of the process.

XI. Civics (Criminal Justice: An Elective)

A. The Origins of Written Law (What is a crime?)

1. explain why all societies need laws.
2. give an example of a law.
3. give a definition of a law.
4. identify a changing attitude reflected in changing laws.
5. distinguish between criminal and non-criminal acts.
6. debate the criminal vs the non-criminal aspects of a controversial legal issue.
7. define the homicide crimes.
8. identify examples of homicide crimes.
9. prepare a closing argument representing one side of a homicide case.
10. define non-homicide crimes.
11. identify examples of non-homicide crimes.
12. distinguish between felony and misdemeanor acts.

B. The Concept of Due Process (Rights of the accused)

1. state how persons accused of crimes are protected by the 4th, 5th, 6th, 8th, and 14th amendments.

2. define due process.
3. define bail.
4. explain the controversy of the bail issue.
5. participate in a mock bail hearing.
6. explain the conditions which govern a police arrest.
7. explain the court decisions defining right to counsel.
8. list the rights the police must observe before a confession may be used in court.
9. explain the exclusionary rule.
10. participate in a mock hearing to suppress a confession.
11. examine the conflict between the 1st Amendment and the 6th Amendment.
12. describe the process of jury selection.
13. participate in mock pre-trial hearings to deal with media coverage of a case.
14. explain the elements of the 4th Amendment.
15. identify the situations in which a warrant is not needed.
16. debate the merits of selected court decisions on search and seizure.

C. The Judicial System

1. summarize and criticize selected decisions of the Supreme Court.
2. formulate his/her own decisions for Supreme Court cases.
3. differentiate between original and appellate jurisdiction.
4. explain the role of appeals courts in the criminal justice system.

D. Sentencing Punishment, and Rehabilitation

1. explain the major theories of punishment.
2. describe the development of our present corrections systems.
3. define recidivism and evaluate the success of our penal system.
4. identify major issues in prison reform.
5. define parole and explain conditions necessary for parole.
6. discuss alternatives to prison.
7. define the types of sentences.
8. participate in a role-playing activity on sentencing.
9. participate in a role-playing activity on parole.
10. identify some of the problems former offenders have in the "outside world"
11. give two reasons to support the death penalty and two reasons to oppose it.
12. explain the major points of the recent Supreme Court ruling on the death penalty.
13. define his/her position of the death penalty.

E. The American Legal System

1. arrange in the correct order the steps in the adult criminal justice system.
2. explain each of the steps in the system.
3. evaluate the effectiveness of the adult criminal .
4. explain what factors a prosecute and ecaluate specific cases on the basis of these factors.
5. describe the work of prosecutors and defense attorneys.
6. define adversary system.
7. distinguish between issues of fact and issues of law.
8. define evidence.
9. give examples of types of evidence not allowed in court.
10. describe the main steps in a criminal trial.
11. participate in a mock trial.
12. evaluate court procedures.
13. define plea bargaining.
14. analyze the role of plea bargaining in our justice system.
15. participate in a plea bargaining session.

F. Culture and Juvenile Law

1. arrange in sequence the steps in the juvenile justice system.
2. explain the purposes of the steps.
3. explain the differences among neglected, unruly, and delinquent children.
4. explain the major differences between adult and juvenile justice.
5. identify the conditions under which a minor can be treated as an adult offender.
6. defend his/her position on separate courts for minors.
7. analyze the Gault case.
8. describe sone differences between juvenile and adult corrections.
9. identify some alternatives to the placement of minors in juvenile correction facilities.
10. summarize and criticize selected juvenile court cases.
11. formulate his/her own decisions for juvenile cases.
12. participate in mock adjudication and disposition hearings.
13. explain the effects of our legal system on the family.
14. describe the purpose of family court.
15. demonstrate methods used in family court to resolve family problems.
16. explain the responsibilities of a student.

17. explain the effects of our legal systems on the school.
18. analyze recent court decisions on school law.

XII. Careers

A. Training and Interest

1. identify training necessary to pursue careers in government and law.
2. understand the opportunities for advancement and salary potential for selected occupations in government and law.
3. know the job requirements and training prerequisites.

B. Occupation

1. explain the career opportunities in law and government employment.
2. knows semi or para professional career opportunities related to law and government employment.

ECONOMICS

Our purpose is to help young people become responsible citizens and effective decision makers by developing in them an ability to understand and make reasoned judgments about major economic questions facing society and themselves. To meet the need for economic literacy, it is necessary to begin sequenced learning at the elementary levels in basic areas of scarcity, resource allocation, and economic systems.

At the secondary level, students must be able to apply economic concepts to understanding the functioning of both the parts (microeconomics) and the totality (macroeconomics) of the American economic system, together with its relationships to other, world economics. Many of the learning outcomes of microeconomics and macroeconomics can best be taught in specific economics courses at the junior and senior levels.

At least one economics course is essential; however, this is not sufficient for economic literacy. At both elementary and secondary levels, economic learnings should be integrated into all social classes and into other disciplines where applicable, especially mathematics.

The County Graded Course of Study includes 4 definite courses of study in economics: project business (Junior H.S.), applied economics, traditional and consumer economics. Applied economics objectives are cross referenced with the traditional and consumer economics by using the initials AE and the corresponding roman numeral in the course of study.

A local district may use any one program or parts of programs to meet the objectives of a district's economics curriculum.

PROGRAM OBJECTIVES

1. Enable students to use economic concepts in a reasoned, careful manner in dealing with the personal, community, and national economic issues.
2. Students will have a greater appreciation of their role in our economic system.
3. Students will have a greater understanding of how our economic system is part of a global economic system.
4. Be able to locate, acquire, organize, evaluate, and communicate information and apply critical thinking and problem solving skills to analyze issues and make decisions.

PROJECT BUSINESS

PROGRAM OUTLINE

Project Business is a program of Junior Achievement which brings the resources of business into the classroom to make eighth or ninth grade students aware of the basic workings of the business community they live in. The program was instituted with the assistance of a grant from the W.K. Kellogg Foundation.

Project Business is a flexible economic education program which fits into a school curriculum supplementing an existing social studies or economics class. The program operates through a business executive working with a teacher for one class period each week. There are seven study units, each of which takes from one to three class periods to complete. The seven units are:

- Introduction to Economics
- America's Economic System
- Enterprise in Action
- Supply, Demand and Market Price
- Personal Economics
- Finance
- Global Economics

Each unit is comprised of two sections:

- Dialogue: A class discussion, led by the business consultant, to impart the basic knowledge on which the unit will be constructed.
- Activity: To awaken in students an awareness of people, places, and processes they encounter first-hand. Activity sections are implemented through in-class activities. Field trips may also be taken to different types of businesses to show students the diversity of American industry and to increase student awareness of career opportunities in the community.

Because of the flexibility of the program, it is adaptable to a class of students with no knowledge of business, as well as to those who would already be familiar with some of the program basics.

CONTENT OUTLINE FOR PROJECT BUSINESS

- I. Introduction to Economics
- II. America's Economic System
- III. Enterprise in Action
- IV. Supply, Demand, and Market Price
- V. Personal Economics
- VI. Finance
- VII. Global Economics

I. Introduction to Economics

Subject Objectives:

- To provide an opening interaction between consultants and students as they explore the basic concepts of economics.
- The students will be able to:
 1. Begin to identify elements of the economic cycle, i.e., distribution and consumption of goods.

II. America's Economic System

Subject Objectives:

- To give students an understanding of the cyclical nature of our economic system and how its components interrelate.
- The students will be able to:
 1. Demonstrate knowledge, through the use of basic definitions, of how our free-market system is distinctive:
 2. Demonstrate awareness of the circular flow of economics and how the components of the system interrelate.

III. Enterprise in Action

Subject Objectives:

- To show students how different types of businesses operate and illustrate the relationship of management, labor and government.
- The students will be able to:
 1. Identify the three forms of business ownership;
 2. Explore entrepreneurship and the values of competition;

3. Demonstrate knowledge of the seven M's of production: management, materials, manpower, machines, money, methods and market;
4. Recognize the role of labor, government and management as they influence the free market economy.

IV. Supply, Demand, and Market Price

Subject Objectives:

- To learn how supply and demand function in a free-market economy.
- The students will be able to:
 1. Demonstrate knowledge of basic definitions: supply, demand, producer, consumer, value;
 2. Demonstrate how supply and demand affect each other, by giving a practical illustration of this concept;
 3. Understand how an individual's need, financial ability and value system affect his or her choice.

V. Personal Economics

Subject Objectives:

- To introduce students to the ways that economics affect them personally as they earn, spend and invest their money.
- The students will be able to:
 1. Demonstrate the relationship between value and careers;
 2. Identify and practice job-seeking skills;
 3. Evaluate decisions on how to budget and spend their money.
 4. Explore investment options and their impact on the economy.

VI. Finance

Subject Objectives:

- To help students understand the function of money and the various aspects of how business best utilizes its financial resources.
- The students will be able to:
 1. Identify the differences between monetary and fiscal policy;
 2. Compare the various mediums of exchange and the uses of money;
 3. Discuss the advantages and disadvantages of credit;
 4. Identify the role of financial institutions.

VII. Global Economics

Subject Objectives:

- To acquaint students with the impact of U.S. business activity on the global economy.
- The students will be able to:
 1. Identify the differences between traditional, market, and command economies;
 2. Identify the risks and benefits of trading with other countries;
 3. Identify the natural and political barriers to international trade.

PROGRAM PURPOSE AND GOALS
FOR APPLIED ECONOMICS

PURPOSE

To provide high school students with the opportunity to study the principles of economics through the perspective of a firm, with high-quality, up-to-date curriculum materials; to explore and clarify attitudes toward the American economic system; and to learn skills necessary to function as an informed citizen in that system, through an accredited high school course, with the assistance of volunteer business consultants.

GOALS

The goals of Applied Economics are to:

- Introduce students to the basic concepts of economics;
- Provide hands-on experience in the operation of a business enterprise;
- Develop appropriate work, learning, analytical and decision-making skills;
- Involve students with representatives of the business community, labor and government;
- Enable students to explore careers, the job market, consumer issues and other aspects of personal economics;
- Develop an understanding and appreciation of the role of the private and public sectors in our economy;
- Develop an appreciation of the need for ethical standards by business and consumers;
- Apply current technology to the teaching of economics.

APPLIED ECONOMICS

Broad Instructional Goals

- Goal I To develop an understanding of how a business works through a "hands-on" experience and to apply that understanding to the real business world.
- Goal II To understand the interactive nature of decisions made by business, labor, government, and consumers, and the social and economic impact of those decisions.
- Goal III To enhance, extend and apply basic skills.

Program Objectives

During the semester each student will:

1. Master terms and concepts associated with the creation of a student company.
2. Participate in company operations including:
 - a. selling stock to raise capital
 - b. marketing research and product selection
 - c. election of officers
 - d. training to improve sales ability
 - e. developing and implementing a market plan
 - f. managing a part of the production plan
 - g. recording and interpreting company data
3. Draw conclusions about the nature of business and economic issues from the student company experience.
4. Collect and evaluate information about business careers.
5. Master a select body of economic terms and concepts that relate to the study of general economics.
6. Identify and analyze current economic problems.
7. Describe and analyze the differences between a free enterprise economy and a directed economy.
8. Apply an understanding of the interactive nature of business, labor, government and consumer decisions.

9. Apply an understanding of the rights and responsibilities of business, labor, government and consumers.
10. Evaluate various solutions to economic trade-off issues.

Affective Objectives and Outcomes

1. Develop an awareness of and appreciation for the American economic system.
2. Form judgments about various economic trade-off issues; such as unemployment and government regulation or energy needs and the environment.
3. Evaluate the ethical issues that confront business, labor, government and consumers.

Skill Objectives and Outcomes

1. Practice and refine democratic group process skills.
2. Apply basic mathematics skills to company operations.
3. Present effective written and oral persuasive arguments.
4. Read and interpret appropriate bar, line, picture and circle graphs.
5. Master and apply appropriate computer-related skills.
6. Read, view and listen to news media and apply acquired learning to the understanding of economic issues.
7. Develop critical thinking skills.

CONTENT OUTLINE FOR APPLIED ECONOMICS

- I. What is Economics?
- II. The American Economic System
- III. Supply, Demand and Market Price
- IV. The Consumer in Our Economy
- V. Launching a Business: Entrepreneurship and Profit
- VI. Financing a Business
- VII. Production and Marketing: The Business of Business
- VIII. How Firms Compete
- IX. The Role of Labor
- X. The Role of Government
- XI. Money and Financial Institutions
- XII. Economic Stability
- XIII. The Global Economy
- XIV. Other Economic Systems
- XV. Some Current Economic Problems

Urban Problems
Poverty
Economic Growth and the Environment

APPLIED ECONOMICS

I. What is Economics?

Subject Objectives:

- Introduce the concepts of scarcity, opportunity costs and trade-offs, and economic systems.
- The students will be able to:
 1. show how scarcity imposes the need to make choices among resources;
 2. explain how choices are, in effect, a trade-off;
 3. explain how economic systems enable societies to deal with scarcity.
 4. identify the factors of production and the return earned by them;
 5. explain the importance of studying economics, and the things economists do.

II. The American Economic System

Subject Objectives:

- Introduce the concepts of economic institutions and incentives, the gross national product, aggregate supply, the role of government, and market failures.
- The students will be able to:
 1. explain how the free-enterprise system allocates resources;
 2. identify and explain the principal economic functions of government;
 3. explain the role of profits and other incentives in a market economy;
 4. use the circular-flow model concept to describe how the market system operates;
 5. describe how the GNP provides a yardstick by which the economy's output can be measured;
 6. identify goals and other criteria that can be applied in economic decision-making.

III. Supply, Demand, and Market Price

Subject Objectives:

- Introduce the concepts of markets and prices and supply and demand.

- The students will be able to:

1. explain how prices ration scarce resources and motivate production;
2. state the laws of demand and supply;
3. explain why demand and supply behave the way they do;
4. use supply and demand curves to illustrate the above;
5. discuss the impact of elasticity differences on demand;
6. explain how equilibrium price is a resultant of the laws of supply and demand;
7. describe the effect of changes in supply or demand upon market price.

IV. The Consumer In Our Economy

Subject Objectives:

- Help students to make better use of their income.
- Develop fundamental consumer-related skills.
- Introduce the concepts of income distribution and the consumption component of aggregate demand.
- The students will be able to:
 1. describe the sources of income;
 2. prepare a personal budget;
 3. list those things that consumers should consider before selecting a savings and/or credit vehicle;
 4. use and maintain a checking account;
 5. discuss the role of advertising in a free-enterprise economy;
 6. describe the roles of the private and public sector in protecting the consumer;
 7. describe the impact of consumer spending on the economy as a whole.

V. Launching a Business: Entrepreneurship and Profit

Subject Objectives:

- The students will be able to:
 1. explain the differences between the single proprietorship, partnership, corporation and S corporation;

2. discuss the advantages and disadvantages of each of the principal kinds of business organizations;
3. describe how ownership is separated from control in the large, publicly held corporations;
4. explain how voting is conducted in corporate elections;
5. summarize the principal features of the not-for-profit corporations, government owned corporations, cooperatives and franchises;
6. suggest some of the prerequisites, responsibilities, and rewards of entrepreneurship.

VI. Financing A Business

Subject Objectives:

- The students will be able to:
 1. differentiate between internal and external sources of funding;
 2. calculate the annual percentage rate (APR) of a loan;
 3. explain the difference between stocks and bonds;
 4. explain how corporate securities are marketed;
 5. read a daily stock market table;
 6. explain the difference between investment and speculation, bulls and bears, and the role of the SEC in the marketing of corporate securities;
 7. read a balance sheet and an income statement.

VII. Production and Marketing: The Business of Business

Subject Objectives:

- Introduce the concept of productivity and the function of marketing in the business enterprise.
- The students will be able to:
 1. define "standard of living" and relate it to levels of production;
 2. define "productivity," and identify three factors directly affecting the level of productivity in this country;
 3. explain how the division of labor and the assembly line contribute to mass production and the economies of scale;
 4. differentiate between fixed and variable costs;

5. explain the law of diminishing returns;
6. explain the impact of output upon production costs;
7. suggest three ways in which American productivity can be increased;
8. explain the functions of marketing;
9. describe how the marketing mix (the Four P's) should vary with the product and the consumer.

VIII. How Firms Compete

Subject Objectives:

- Introduce the concept of competition and market structure.
- The students will be able to:
 1. identify the range of markets existing in the economy and define their components;
 2. explain why government has sought to limit monopoly power in some instances and fostered it in others;
 3. summarize the aims of the Sherman and the Clayton Anti-trust Acts;
 4. discuss some of the criticisms that have been levelled at the antitrust laws;
 5. discuss the benefits of competition;
 6. hypothesize on how the absence of competition would affect their Student Company and MESE decisions.

IX. The Role of Labor

Subject Objectives:

- Introduce and reinforce the concept of unemployment.
- The students will be able to:
 1. identify the principal groups comprising the labor force;
 2. summarize some of the recent changes that have been taking place in the labor force;
 3. explain how both market and nonmarket forces affect wages;
 4. describe how the attitude of government towards labor unions, as reflected in four legislative acts, has changed over the years;
 5. explain why labor unions regard recognition and collective bargaining as two of their most fundamental rights;

6. explain how the breakdown in negotiations can lead to strikes and/or third party efforts before settlements are reached;
7. discuss the economic, legal, and moral implications of discrimination in the labor market;
8. summarize the tactics used by labor and management in the past and present, to resolve disputes in their favor.

X. The Role of Government

Subject Objectives:

- Reinforce understanding of the concept of the role of government in the economy.
- The students will be able to:
 1. explain why government participation in the economy has grown over the years;
 2. describe how government budgets are created and explain several of the principal items of their income and expense;
 3. identify four reasons why the Federal government levies taxes;
 4. evaluate taxes in terms of their fairness and incidence;
 5. explain two criticisms of the pre-1987 Federal income tax, and explain how the new law sought to correct them;
 6. interpret statistical data describing the magnitude of recent budget deficits and the national debt;
 7. discuss the pros and cons of persistent annual deficits in the Federal budget.

XI. Money and Financial Institutions

Subject Objectives:

- Introduce the concepts of exchange, money and interdependence; and inflation and deflation.
- The students will be able to:
 1. define money;
 2. identify the kinds of money in circulation in the United States;
 3. explain one way in which the value of money is measured;
 4. differentiate between cost-push and demand-pull as causes of inflation;

5. describe the purposes of banks and fractional reserve banking;
6. summarize the organization and functions of the Federal Reserve system.

XII. Economic Stability

Subject Objectives:

- Introduce the concepts of aggregate supply, aggregate demand, unemployment, monetary policy, and fiscal policy.
- The students will be able to:
 1. describe the principal phases of the business cycle;
 2. explain the significance of the GNP and the GNP per capita in current and constant dollars;
 3. describe how the unemployment rate can be used as an economic indicator;
 4. summarize the goals and limitations of fiscal policy;
 5. summarize the goals of monetary policy and the tools available to achieve them;
 6. describe the limitations of monetary policy as a counter-cyclical tool.

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XIII. The Global Economy

Subject Objectives:

- Introduce the concepts of:
 - * Absolute and comparative advantage and barriers to trade,
 - * Balance of payments and exchange rates; and
 - * International aspects of growth and stability.
- The students will be able to:
 1. explain why industrialized nations must engage in international trade;
 2. discuss the implications of the law of comparative advantage;
 3. describe the barriers to international trade;
 4. summarize the reasons why nations restrict inter- national trade and the arguments favoring free trade;
 5. describe how payments are made in international trade;
 6. explain why exchange rates fluctuate;
 7. differentiate between the balance of payments and balance of trade.

XIV. Other Economic Systems

Subject Objectives:

- The students will be able to:

1. identify the features that distinguish one economic system from another;
2. discuss the economic theories of Karl Marx;
3. describe the economic system of the Soviet Union today;
4. compare and contrast socialism in the Soviet Union, Hungary, and France;
5. summarize the kinds of problems faced by the less-developed countries.

XV. Some Current Economic Problems

Subject Objectives:

- The students will be able to:

1. account for the growth of cities in the years prior to World War II;
2. summarize the reasons for the decline of the cities and the growth of the suburbs in the years following the Second World War;
3. describe three approaches to solving the economic problems of the cities;
4. explain the basis for the definition of poverty;
5. identify the groups with the highest incidence of poverty;
6. discuss two approaches to eliminating poverty in the United States;
7. define economic growth;
8. explain the sources of economic growth;
9. discuss the advantages of, and the problems created by economic growth;
10. summarize the sources of the farm problem;
11. identify and discuss four strategies used by the Federal Government to ameliorate the farm problem.

CONTENT OUTLINE FOR ECONOMICS

I. Basic Economic Concepts

- A. The Basic Economic Problem: Economic Wants (Scarcity)
- B. The Basic Economic Problem: Productive Resources
- C. The Basic Economic Problem: Scarcity and Choices
- D. The Basic Economic Problem: Opportunity Costs and Trade-Offs
- E. The Basic Economic Problem: Marginalism and Equilibrium
- F. Economic Systems: Nature and Types of Economic Systems
- G. Economic Systems: Economic Incentives
- H. Economic Systems: Specialization, Efficiency, and Division of Labor
- I. Economic Systems: Voluntary Exchange
- J. Economic Systems: Interdependence, GNP, Money
- K. Economic Systems: Economic Goals
- L. Economic Systems: Government Intervention and Regulation

II. Microeconomics: Resource Allocation & Income Distribution

- A. The American Market System: Demand & Supply
- B. The American Market System: Price Mechanism
- C. The American Market System: Competition
- D. Income Distribution and Government Redistribution
- E. The Organization of Labor

III. Macroeconomics: Economic Stability

- A. Introduction
- B. Aggregate Supply & Productive Capacity
- C. Aggregate Demand: Unemployment and Inflation
- D. Price Level Changes
- E. Money and Monetary Policy
- F. Fiscal Policy: Taxes, Expenditures, and Transfers
- G. Economic Growth
- H. Savings, Investments, and Productivity
- I. Government Regulation

IV. International Economics

- A. Comparative Economics: Strengths and Weaknesses
- B. International Trade

ECONOMICS

The student will be able to:

I. Basic Economic Concepts

A. The Basic Economic Problem: Economic Wants (Scarcity)

1. recognize that wants are greater than resources.
2. identify the main purpose of economic activity as the satisfaction of human wants.
3. explain that human wants are changing and never-ending.
4. explain that individuals and societies have to make choices (individual vs. collective choices).
5. demonstrate with examples that everyone is a consumer of goods and services.

B. The Basic Economic Problem: Productive Resources

1. explain that productive resources (factors of production) are the input to production and goods and services constitute the output.
2. list productive resources to include natural resources, human resources, capital goods, and managerial abilities.
3. explain that productive resources are affected by constraints of time and space (labor; time necessary to acquire skills for job; not wanting to relocate; etc.).
4. define natural resources as including land, water, etc.
5. explain that some natural resources are renewable and some are not.
6. explain that human resources encompass not just people, but their physical and mental capacities - the quality of work reflected in training and education and in the motivation of workers.
7. describe capital goods as the machines, tools, and factories available to produce goods and services.
8. societies ability to use capital goods is another choice they must make.

C. The Basic Economic Problem: Scarcity and Choices

1. identify scarcity as the central problem from which all other economic problems flow.

2. explain how scarcity of productive resources requires societies to prioritize their wants.
3. explain that individuals confront scarcity by prioritizing their wants.
4. list the four essential questions involved in decision-making on the basic economic problem: what? how? how much? and for whom?
5. relate how business enterprises are organized to use factors of production to produce goods and services.

D. The Basic Economic Problem: Opportunity Costs and Trade-Offs

1. explain opportunity cost of producing a good which was rejected in favor of an alternate choice.
2. compare opportunity cost for the individual with that of society.
3. explain that trade-offs results from decisions of individuals, groups, and society, by which they trade off less of one thing for more of something else.

E. The Basic Economic Problem: Marginalism and Equilibrium

1. define marginalism as referring to frequent small changes in consumption, cost, etc., and results of such changes (it is a question of when costs exceed benefits at this point stop consuming, hiring workers, etc.).
2. explain equilibrium as a temporary state of res or adjustment in which there is no tendency toward change in supply and demand.

F. Economic Systems: Nature and Types of Economic Systems

1. describe an economic system as a collection of institutions, laws, activities, controlling values, and human motivation that collectively determine economic decision-making.
2. identify four major types of economic systems: traditional, command, market, and mixed.
3. apply four basic questions toward understanding the nature of an economic system: What is the allocating mechanism? What are the most important institutions? What are the controlling, values and motivating forces? What changes are taking place in the systems?
4. categorize the distinguishing characteristics of any economic system as its institutions and the way decision-making is organized.
5. explain that the development of the market system was possible because of political, social, and economic changes: Renaissance, fall of feudalism, Protestant Reformation, etc.

market system

- | | |
|-----------------------|--|
| mercantilism | 6. list the following historic characteristics of mercantilism:
establishment of colonies, gold, strong role of government, etc. |
| laissez-faire | 7. explain that under laissez-faire policies (government leaves business alone) monopolies and extremes in economic activity develop. |
| | 8. recognize the contributions of Adam Smith (Wealth of Nations) that the wealth of nations depends on production (GNP), division of labor, etc. |
| | 9. state the contributions the following made to economics: Malthus. |
| managed capitalism | 10. list characteristics of managed capitalism. |
| monetary policy | 11. describe the role of government in fiscal and monetary policies. |
| fiscal policy | 12. describe the role of corporations in multi-national conglomerates. |
| imperfect competition | 13. state contributions made by Keynes, Galbraith, Heller, Friedman, Samuelson. |

G. Economic Systems: Economic Incentives

- | | |
|--------|--|
| profit | 1. explain the role of individual self-interest as the chief motivating force behind behavior in a mixed economy. |
| | 2. relate how consumers allocate their limited incomes to increase their total (personal) satisfaction. |
| | 3. explain how producers seek to maximize their profit by combining productive resources efficiently to satisfy consumers. |
| | 4. discuss the importance to workers of selling their labor for income and working conditions. |
| | 5. explain why savers search out high interest rates in capital markets. |
| | 6. define profit as that which is left after all costs of production have been deducted from income from the sale of goods. |
| | 7. explain that the desire for profit stimulates the establishment of new business, changes in production, re-investment, etc. |
| | 8. recognize other motivating forces, in addition to profit, in the U.S. economy which work toward improvement of groups and the general welfare. |
| | 9. discuss the facts that in other economic systems, as in a command economy, the emphasis is on the welfare of the state and the glorification of the ruler or the state. |

H. Economic Systems: Specialization, Efficiency, and Division of Labor

1. explain that specialization occurs when a business produces only a narrow range of goods and services.
2. explain that specialization results in a more efficient use of scarce resources.

3. recognize the fact that specialization is the basis of domestic and international trade.
4. explain how division of labor divides productive tasks among workers, thus taking advantage of gains from worker specialization.
5. recognize that with specialization of labor exchange economy becomes necessary.
6. explain how specialization and division of labor make it easier (more efficient) to produce goods.

I. Economic Systems: Voluntary Exchange

1. explain that decisions to trade benefit all parties.
2. describe exchanges between buyers and sellers as creating a market.
3. explain how the pricing system in America determines what is produced, how it is produced, and who will get the goods.

J. Economic Systems: Interdependence, GNP, Money

1. explain how interdependence is an outgrowth of specialization and exchange.
2. demonstrate with a circular flow diagram the movement of economic activity among the various sectors of the economy.
3. identify GNP and national income accounts as measurements of the total output of an economic systems.
4. define GNP as the total dollar value of goods and services purchased by consumers, business, government, and foreign trade.
5. give examples of modern production activities benefiting parties other than those buying the produce or receiving income from its sale.
6. give examples of modern production activities having costs borne by parties other than those buying the produce or receiving income from its sale.
7. give examples of modern consumptive activities benefiting parties other than the consumer or the suppliers receiving income from the sale of goods or services being consumed.
8. give examples of modern consumptive activities having costs borne by parties other than the consumer or the supplier involved.
9. discuss ways that economic institutions and processes may deal with externalities (e.g., re-organize to make use of side benefits of other's productive activities or their waste by-products).
10. discuss ways that legal-government institutions and processes may deal with externalities (taxing, subsidizing, criminalizing, assigning property rights and liabilities, etc.).

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externalities
(external costs/
benefits of economic
efficiency)

11. explain ways that social institutions and processes may respond to externalities (norms, beliefs, sanctions, discourage production/consumption recongnized as socially harmful, costly, etc.).
12. explain that, in a society based on private property, some of the social consequences of private choices are assigned to those who make them, in the form of economic rights and liabilities which they have as owners (owner of building is responsible for safety codes) of society's productive resources.
13. discuss the significance of the spillover effects of priviate choices as societies become more urbanized and highly industrialized (the "neighborhood" affected by industry may entend far beyond the community).
14. discuss problems created for modern societies by the fact that owners of productive resources and enterprises are primarily stockholders with limited liability for consequences of corporte activities.
15. discuss ways that residents of communities and regions use in bearing the costs of factory operations or their by-products and of resource removal and industrial technology.
16. discuss policies advocated by economists or traditions of political economy as means of dealing with external costs of modern production-consumption activities.
17. explain the functions of money in the economy: a medium of exchange; a standard of value and future payments; a store of value.
18. define money as the sum of currency (cash) and demand deposits (checking accounts) in banks.
19. explain that currency is printed or coined by the government, but that the bulk of the nations's money supply (demand deposits) is created by the banking system.
20. define money in several economic terms and characteristics, and in relation to liquidity.
21. explain the difference between nominal and real values.
22. discuss the roles of metal and paper.
23. explain processes of producing, issuing, and recalling U.S. currency.
24. list characteristics of denominations of standard U.S. currency.

K. Economic Systems: Economic Goals

1. discuss the making of economic decisions in the light of a set of goals: freedom, efficiency, equity, security, stability, and growth.
2. recognize that goals provide criteria for evaluating the performance of economic systems and the desirability of current programs and newly proposed policies.

freedom	3. discuss economic freedoms as those of the marketplace; they vary in kind and are influenced by government regulation.
efficiency	4. explain that efficiency is concerned with the ratio between input and output - getting the most out of available resources. 5. recognize that economic efficiency also considers the ratio of total costs to total benefits.
equity	6. explain that equity refers to the distribution of income and wealth as these are affected by economic activities.
stability	7. describe stability as consisting of relatively constant prices and a high level of employment.
security	8. explain that security involves protection against economic risks. (Some protection comes from government and some from private efforts.)
growth	9. discuss growth as meaning higher incomes, profits, etc. - improvement in the standard of living, but at great cost to the economic system.

L. Economic Systems: Government Intervention and Regulation

1. recognize that the economy is divided into two major sectors - the private and the public.
2. explain that in the market mechanism of the "private sector" individuals make decisions to buy and sell goods and services, and resources are allocated on the basis of these decisions.
3. explain that the "public or government sector of the economy relies on collective citizens' decisions to allocate resources for the collective provision of goods and services (e.g., a local community votes to raise taxes to improve its schools).
4. explain that the individual has a dual role, as a consumer and as a citizen, in making choices for productive use of resources, both private and public.
5. explain that the individual as a citizen shares responsibility for making the rules and regulations of government that influence the general economic environment within which both individuals and business make their decisions.
6. recognize that approximately a third of the nation's GNP consists of expenditures through government (federal, state, and local) for collective consumption and collective investment (including such items as education and medical care).
7. explain that the need for collective consumption and investment by government is based on the recognition of social benefits (satisfaction or benefits that accrue to the community as a whole rather than being limited to an individual and social costs.

8. explain how government influences the allocation of resources in the market, thus creating a mixed economy.
9. compare historic (long-standing/classical) and modern viewpoints on the principles of government regulation vs. the free market.
10. explain ways that governmental regulatory agencies may substitute for market mechanisms as makers of decisions about allocation of resources, methods of production, and distribution of output.
11. discuss purposes and methods of government regulation of the following: service industries; production/marketing of hazards to health and safety; access to certain jobs, trades, professions; agriculture; trusts; the environment and land use; the private financial sector; organized labor, labor practices, labor-management relations; foreign trade; minority discrimination; and specific crises or problems.
12. explain ways that changes in regulatory policies may work to the advantages or disadvantage of parties within the targeted market.
13. explain ways that changes in regulatory policies may work to the advantage or disadvantage of parties outside the targeted market.
14. explain how governmental regulation breeds further governmental regulation.
15. identify classes of parties receiving significant short-run and long-run benefits, advantages or gains from government regulation.
16. label and explain a circular flow diagram.
17. state the opportunity costs of a given set of economic decisions (to individuals and society).
18. determine what economic goal specific government policies or laws are aimed at achieving.

II. Microeconomics: Resource Allocation and Income Distribution

A. The American Market System: Demand and Supply

1. explain purposes of market exchange and prices.
2. describe functions and limitations of the theory of market exchange and prices (including the interaction of competing rational choices and the lack of an ideal market system).
3. define "rational behavior" as used by social scientists (rule of rational choice is always to select that alternative whose benefits exceed its costs).
4. discuss the significance of the theory of rational behavior to the choice-making of people, and how it affects their own well-being.

	5.	distinguish among the basic components of rational choice, as categorized by economists, including preferences, possibilities, and constraints, and apply the distinctions among these in choice-making situations.
skills	6.	list types of economic choices facing producer-sellers.
	7.	analyze a paragraph (selected by the teacher), determining the problem, alternatives and consequences, and give a solution.
	8.	interpret a reading on the market system.
	9.	formulate conclusions from data in a table (e.g., percent of income from various sources).
demand	10.	compare sources of information on selected topics, using current magazine articles, and note different biases reflected in the stories.
	11.	explain ways in which the mechanism of the market reflects individual decisions in demand.
	12.	distinguish between monetary and non-monetary types of incentives, costs, and benefits.
price effect	13.	explain the effect on the market by restrictions on consumer choice (e.g., income, credit, prices, etc.), using the terms "price effect,"
income effect		income effect."
substitution	14.	explain how a change in demand means an increase or decrease from one period of time to another in quantities in demand and in range of price (both of which are reflected in supply).
elasticity of demand	15.	interpret demand curves and schedules.
278	16.	use demand curves to illustrate either elastic or inelastic demand.
skills	17.	analyze a variety of advertisements which illustrate demand concepts.
	18.	explain the concept of production by defining and applying the factors of production (land, labor, capital, etc.).
supply	19.	compare the legal and functional characteristics and roles of business for proprietorships, partnerships, corporations, mergers, conglomerates, and cooperatives.
production	20.	list types of economic choices facing producer-sellers.
factors of production	21.	discuss maximization in relation to rational choice, using the terms optimum choice, marginal costs, and marginal benefits.
business organization	22.	describe relationships of the maximization rule to the law of diminishing returns and the law of comparative advantages.
maximization	23.	discuss possible constraints upon producer-seller choices regarding materials, labor, production, when to sell and when to withhold.
marginalism	24.	relate the demand for natural resources to the demand for goods which these resources are capable of producing.
law of diminishing returns	25.	explain the structural characteristics of agricultural markets.
law of comparative	26.	define "economic efficiency" in terms of a ratio of the value of output to the value of input.
advan.		
agricultural		
productivity		

economy of scale

27. explain relationships of savings, investment, price, and government policy to productivity and the ability of a business to compete in the market.
28. list ways that the law of diminishing productivity applies to producer-seller choices.
29. explain ways that the maximization rule relates to the "economies" of large-scale production.

industrial organization

30. describe industrial organization in terms of manufacturing, distribution (marketing), transportation, services, and inter-industry relations.
31. discuss trends in organization and technology of modern multi-national corporations.
32. discuss ways that interests or operations of different industries may be related (linked, interdependent) at the market level.
33. discuss ways that interests or operations of different industries may be related at the ownership-management level (vertical, horizontal, conglomerate, etc.).
34. appraise the internal and external costs-benefits of trends in the organization or regulation of modern industries and their markets.
35. explain the terms "price-taker" and "price-searcher."
36. relate the maximization rule to land management.
37. relate the maximization rule to choices of savers and investors.
38. analyze tables of production costs and output to determine unit cost and profit.
39. analyze production curves to determine point of optimum (maximum) profit and where diminishing return sets in.
40. examine facts on business failures, trends of sales by business, number of employees, etc., conclusions as to cause of failure.

B. The American Market System: Price Mechanism

price
equilibrium

1. explain how the interaction of supply and demand determines price.
2. explain how market price is the chief allocating mechanism of the American economy (e.g., prices are signals to producers and consumers, savers and investors, etc. - helping them to make decisions in the market).
3. demonstrate how prices are a rationing device for allocating scarce goods and services among customers.
4. demonstrate how prices are a rationing device for allocating productive resources among producers.
5. explain how prices, which determine what and how much will be produced, are themselves affected by the competitive structure of various markets.

skills

indexes

6. compare influences on the market price by supply and demand in a competitive market to a market influenced by monopoly and government regulation.
7. compare prices advertised by different stores, indicating reason for differences and explaining what keeps the differential from becoming greater.
8. list reasons for increases or decreases using business sections of newspapers and magazines over a six to eight week period.
9. construct a Consumer Price Index (CPI) for his/her own community by selecting 15-20 items and listing the prices and one month later, price the same items and note any change.
10. formulate conclusions about the standard of living or well-being of the worker (using CPI purchasing power of the dollar, income needed to maintain purchasing power).
11. construct supply and demand curves to show the relationship between price, amount offered for sale, and the amount which people are willing to buy.
12. interpret supply and demand curves to determine equilibrium price.
13. interpret a model with several supply and several demand curves

C. The American Market System: Competition

competition

modified market
system

1. list characteristics distinguishing a "pure" market system from the (American) modified market system.
2. explain how imperfect functioning of the market mechanism is affected by such problems as lack of knowledge of market conditions, resource immobility, and externalities (side effects).
3. demonstrate the relationship of incentives (rewards: monetary, material, psychic) to specialization and cooperation among individuals organizing in the modified market economy.
4. discuss "risk" and "uncertainty" in relation to their impact on preferences, opportunities, and choices of producers and suppliers.
5. discuss risk and uncertainty in relation to their impact on preferences, opportunities, and choices of consumers.
6. discuss risk and uncertainty in relation to their impact on preferences, opportunities, and choices in relation to "information" as a scarce good.
7. define "market structure" as a continuum in terms of the degree of competition prevailing in a given market and of the extent of government intervention to influence pricing and profits.
8. discuss influences on markets by the number of sellers and their possible collusive action.

9. discuss influences on markets by the degree of product differentiation.
10. discuss influences on markets by barriers to entry of new firms and levels of profit.
11. discuss influences on markets by the role of the government.

D. Income Distribution and Government Redistribution

1. discuss the relationship of a person's money income to ones share of the total goods and services produced in terms of personal income distribution.
2. discuss the relationship of a person's money income to ones share of the total goods and services produced in terms of the influences of governmental policies and non-governmental forces on this distribution.
3. list sources of personal income and show relationships of such incomes to productivity.
4. discuss the importance of the market as the most basic force in income distribution, while considering other forces such as inherited wealth, ownership of property, custom and tradition, influence of labor and similar organizations, and the intervention by government.
5. explain how governmental policies (taxes, spending, transfers) modify income distribution.
6. construct a pie chart to show distribution of income among factors of production, and draw conclusions.
7. construct a pie chart to show distribution of income among various sub-groups of the population and of geographic areas drawing conclusions.

E. The Organization of Labor

labor market

labor force

labor supply

labor organization

1. discuss "labor as a factor of production, using the terms "labor market," "labor supply," and "labor force."
2. list types of economic choices facing workers (training for, seeking, and accepting work).
3. discuss types of costs relevant to workers' job choices.
4. apply the necessary vocabulary to analyze and represent economic problems, choices, and behavior of worker-producers (labor, management, employment, wages, income, fringe benefits).
5. discuss the relationships of nongovernmental forces (unions, business, farmers, veterans, minorities, etc.) to the redistribution of income (through discrimination, tradition, excesses).

collective bargaining

6. describe the major types and functions of labor organizations (trade unions, professional associations, collective bargaining).
7. compare parallel forms and purposes of labor organizations with those of corporations.
8. describe the functions of collective bargaining (the types of issues commonly resolved and the conventional steps, with their economic significance and impact, including strikes, boycotts, etc.) in the negotiation processes.
9. compare characteristics distinguishing open-shop, union-shop, and closed-shop arrangements.
10. recognize the purpose and relative power of significant labor unions (AFL-CIO, Teamsters, etc.) and professional associations (ABA, AMA, NAM, NEA, etc.)
11. appraise appropriate economic principles and concepts to appraise the spillover effects on other workers, industries, consumers, etc. from the collective bargaining processes and contract agreements reached.
12. interpret charts to compare the percentage unemployment rates of different sub-groups (ages) of the population.
13. construct a graph to show trends in union membership over a period of time.

skills

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III. Macroeconomics: Economic Stability and Growth

A Introduction

1. define "macroeconomics" as the study of the economy as a whole - output, total level of employment, and movements in the average level of all prices.
2. list characteristics of prosperity, recession, depression, and recovery periods.
3. explain ways that a rise or fall in levels of financial or business investment spending may alter levels of employment, production, gross personal income, and consumer spending.
4. discuss ways that increases and decreases in overall spending for goods and services, and the anticipation of such change, may alter investment spending patterns.
5. explain how investment spending may alter the levels of employment, production, income, and spending for goods and services that follow.
6. explain role of monetary policy and its relationship to economic stability.
7. distinguish between fiscal policy and monetary policy.

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8. distinguish among economic powers of the federal government, including monetary powers, fiscal powers, and regulatory powers in interstate and international trade.
9. discuss the constitutional authority for and the legal extensions of economic powers among branches of the federal government (elastic clause, commerce clause).
10. explain ways in which distribution is made among branches of the federal government (including its sub-units and specialized agencies) for monetary and fiscal functions.
11. explain how economic planning by national governments of market-organized societies is aimed at using monetary, fiscal, and regulatory controls to maintain or improve overall productivity and stability.
12. explain the significance of monetary and fiscal policies as a national government's major tools for maintaining economic stability.
13. discuss monetary and fiscal policies which a national government may employ in the attempt to counter inflationary and recessionary trends or pressures.
14. discuss ways that formal regulatory powers and political pressures may be used by a national government as instruments for economic stability.

B. Aggregate Supply and Productive Capacity

1. define "aggregate supply" as the total amount of goods and services an economy can produce when all of its resources are fully and efficiently employed.
2. explain that aggregate supply can grow through increased inputs of labor, education and training of workers, saving and capital investment, new resources and technology.
3. explain competing economic factors which both reflect and determine patterns of land and natural resource use (alternate use, taxing, zoning, market, etc.).
4. discuss market exchanges, including roles of speculators and middlemen, in relation to land and raw material markets.
5. explain environmental constraints on the access to and marketing of resources.
6. explain geographic constraints on the access to and marketing of resources.
7. explain political/legal constraints on the access to and marketing of resources.

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natural resources

speculators,
middlemen

agriculture

8. discuss interrelationships of domestic and foreign markets for resources.
9. discuss price and fluctuation of price in modern agricultural markets.
10. discuss the functions in agricultural markets of commodity speculators, middlemen, and the USDA.
11. explain the uses and measures of parity rations in agricultural policies, programs, and markets.
12. discuss U.S. status or market power, including American organizations, in international markets for major agricultural commodities.
13. discuss purposes and principal features of U.S. farm programs and policies.
14. discuss the short-range and long-range effects of U.S. farm programs and policies having major importance in the 20th century markets.
15. discuss the effect of multi-national corporations on aggregate supply.
16. discuss the effect of multi-national corporations on international markets.

international
markets

C. Aggregate Demand: Unemployment and Inflation

aggregate demand

1. define "aggregate demand" as the sum of spending for goods and services in any time period by individuals, households, businesses and government.
2. explain that when aggregate demand falls short of productiviey capacity, and wage rates remain relatively inflexible, unemployment and recession/depression will rersult.
3. explain that when aggregate demand exceeds aggregate supply at full employment inflation results.
4. define unemployment in terms of job seekers, productive resources, and Labor Department statistics.
5. compare distinctions, determinants, and consequences of frictional unemployment (less than 15 weeks).
6. list distinctions, determinants, and consequences of seasonal unemployment (agriculture, automobile, construction, etc.).
7. list distinctions, determinants, and consequences of cyclical unemployment (result of changes in business cycle).
8. discuss forces that work for more or less employment, as identified by macro-economic analysts and theorists.
9. discuss major employment trends in the 20th century American economy.
10. explain the significance of income elasticity to the expanding labor force with the rise of both unemployment and employment.
11. explain the impact of aggregate demand of shifts in labor demand.

unemployment

12. explain how change in consumer product technology can create employment indirectly by generating investment spending.
13. explain ways that advances in industrial technology affect labor demands and can offset unemployment created by its introduction only if it induces sufficient investment to increase the volume of spending to a point where employment also rises.
14. discuss major contemporary problems in relation to computerization and automation.
15. compare basic characteristics of inflation, runaway inflation, and creeping inflation.
16. discuss ways that inflationary pressures are conveniently identified or categorized (cost-push, demand-pull, etc.).
17. discuss ways that inflationary pressures are applied to the inflationary creep of price levels of industrialized nations in the 1960's-1970's, as recognized by macro-economic theorists.
18. explain effects of inflation on real income or net assets of various categories or sectors of an economy's population.
19. explain that unemployment occurs for reasons other than inadequate aggregate demand, such as lack of skills/education, or depressed regions with limited job opportunities.
20. discuss the fact that inflation can result from the pushing up of wages and prices by businesses and key unions - "cost-push inflation."
21. discuss the fact that inflation can also result from temporary supply shortages. (demand-pull, cite examples).

D. Price Level Changes

1. distinguish between changes in real output (real income or real GNP) and changes that merely reflect price increase or decrease (nominal income or nominal GNP).
2. explain that during inflation money income rises faster than real income, and the price level (average of prices of all goods and services) rises.
3. describe social losses which occur from adjustments by individuals and businesses to inflated price levels and, especially, from unemployment (losses in human and non human productive capacity wasted, and in costs to individuals).
4. explain that when society faces a trade-off between inflation and unemployment difficult problems of measurement, comparison, and choice are involved.

E. Money and Monetary Policy

1. identify monetary policy and fiscal policy as two major ways for government to try to keep the level of aggregate demand roughly in balance with the growing productive capacity of the nation.
2. explain the creation of money in relation to stages in the circular flow in a modern economic system.
3. explain competition between demand for money and other goods or assets.
4. explain how the banking system increases the money supply (by making loans to individuals, businesses, and the government, thus creating more demand deposits and increasing the spending power of the economic units which make up aggregate demand).
5. compare, legal, operational, and benefit distinctions between checking accounts (demand deposits) and savings accounts (time deposits).
6. discuss characteristics and roles distinguishing commercial (private) banks and the Federal Reserve (central bank).
7. explain the Federal Reserve's (a quasi-independent government agency) responsibility for managing monetary policy to affect the amount of money in existence and its cost (interest rates).
8. explain the structure and powers/functions of the Federal Reserve and its inter-action with the federal government and commercial banks to create, regulate, and manage money supplies.
9. identify among the chief instruments of the Federal Reserve monetary policy the controls over the required reserves (holding their deposits) of member banks, "tightening" or "loosening" the lending resources of those banks; open market operations; and the discount rate.
10. explain relationships between interest banks pay and interest charged, and other bank earnings.
11. explain the terms "discount rate" and "interest rate."
12. discuss influences on federal policies by conditions and trends in markets and the economy as a whole.
13. explain interrelationships among levels of confidence in a nation's currency, stability of monetary institutions, and the stability, productivity, and growth potential of its economy as a whole.
14. interpret a diagram showing how banks expand the money supply.

skills

F. Fiscal Policy: Taxes, Expenditures, and Transfers

fiscal policy

1. define "fiscal policy" as attempts to control the level of aggregate demand through changes in taxes, government expenditures on goods and services, and transfer payments (social security, unemployment insurance, etc.).
2. explain that the government may stimulate aggregate demand by increased spending on goods and services or on transfer payments without increase in taxes or it may merely cut tax receipts in hope of increasing demand.
3. explain that the government may reduce aggregate demand, employment, and inflation by reducing expenditures, without reducing tax receipts, or it may choose to increase tax receipts while holding expenditures constant.
4. explain why government purchases of goods and services tend to provide jobs directly, whereas transfer payments and reduced taxes do not directly provide jobs or use up productive resources.

taxes

5. list types of taxes levied/collected by federal, state and local government.
6. explain how, in modified market economies, tax structures and schedules are basic tools of demand and supply management, as well as for obtaining income.
7. state distinguishing features of major types of taxes including; personal income tax, corporation income tax, property tax, excise tax, estate or inheritance tax, export-import taxes (tariffs/duties).
8. state the proportions of federal income received from various categories of taxes.

9. state the proportion of federal tax revenues currently allocated to various classes of expenditures (debt, defense, aid programs, etc.).
10. list services the federal government supplies to particular industries and sectors of the economy through tax-supported agencies and programs.

bond issues

11. explain roles of federal bond issues in the creation and management of money supplies or stocks.
12. discuss roles of federal bond issues, bonded indebtedness, and deficit spending in fiscal policy and management.
13. recognize that units of government and corporations are competing suppliers of bond markets.

G. Economic Growth

1. define economic growth as the increase over an extended period of time of the total production of the economy and output per person to meet the needs of a growing population and labor force.
2. explain distinctions between potential and actual growth and ways to measure those growth rates.
3. explain that unless the economic output grows to meet increasing demands upon the private sector for goods and services, and the public sector for social programs, then inflationary pressures and social tensions will be generated through competition among social (income) groups in the population.
4. identify the roles of various federal bureaus, agencies, etc. in gathering, measuring, and reporting of national economic performance (as essential to rational choice-making throughout society).
5. explain the significance, time intervals, and sources of major categories of national economic data compiled and published regularly by the federal government (e.g., labor supply, GNP, income and expenditures, prices and inflation).
6. define income and expenditure components of the GNP (including disposable personal income, business income, government income, net export of goods and services, government purchases of goods and services, etc.).
7. discuss major causes of economic growth, including increases in factor inputs and increases in productivity or efficiency of factor inputs (labor productivity).
8. list the four principal sources of increased labor productivity: increased skills and education; economies of large-scale production; deepening of capital; and new technology.
9. list ways that various aspects or elements of technological advance contribute to economic growth (e.g., inventions to spur investment and employment, labor-displacing innovations, growth of knowledge, changes in business organization/management, etc.).
10. explain that since investment increases both production capacity and income, the problem of balanced growth has to do with whether production and buying will increase at the same rate, or if inflationary pressures will result.
11. discuss roles of government spending and monetary policies in maintaining balanced growth, or compensating for unbalanced growth in the private sector (raise/lower rate of investment and/or rate at which government and consumer spending is increasing).
12. list reasons why continual expansion of markets, production and consumption capacities, etc. are generally accepted as integral to the functioning of a market economy.

13. discuss various contexts in which limits of economic growth may be identified, defined, or measured.
14. explain how recent emphasis on preserving the quality of life will require acceptance of a slightly slower rate of growth as some productive resources are diverted into social and environmental projects to offset some of the negative effects (negative externalities) of economic growth.

H. Savings, Investment, and Productivity

savings

1. define saving as occurring when individuals, businesses, and the economy as a whole do not consume all of the current income or output.

investment

2. describe saving and investment as representing a diversion of productive resources from consumption into the creation of capital goods to make growth possible.

productivity

3. define investment as occurring when savings are used to increase the economy's productive capacity (by developing new technology and by building new factories, machines, etc., by training and education of labor, by research and development).

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skill

4. explain that saving and investing is the heart of the growth process, since an increased stock of capital contributes to both increased production and increased productivity.

government

5. use charts and graphs to interpret the relationships among saving level, investment, and productivity.
6. explain how the government historically has promoted growth and productivity increases (by investment in transportation, education, research, and through a framework of law and political stability).
7. explain how government also has hampered increases in growth and productivity by regulations (serving pressure groups), by tax policies, and by price controls.

credit

8. explain that increased productivity (increased output per unit of input, more efficient use of resources), in addition to increases in factors of production, is a main source of economic growth.
9. explain ways that loans transfer the power or opportunity to buy other goods and to create capital (to begin or expand production).
10. discuss the purposes and provisions of various types of loans or security transactions for capital financing.
11. discuss the structures and functions of major securities markets.
12. discuss characteristics making a unit of government a good credit risk or a government bond a relatively secure investment.
13. explain advantages and disadvantages of holding long-term, low-interest government securities, including minimal risks of default and greater risk of being hurt by inflation.

I. Government Regulation

1. explain long-term market effects of regulation that increase production costs without increasing productivity (inflation, unemployment, large-scale over small producers, etc.).
2. discuss problems regarding the cost effectiveness of regulatory agencies for their declared purposes, their relationship to industries (corporations) regulated.
3. discuss the public accountability of regulatory agencies.
4. discuss the role of government regulations of public utilities.
5. analyze contemporary problems and proposed solutions to problems of government regulation.
6. analyze a problem situation, identifying the problem, possible solutions and costs thereof, and the regulatory agency which has power or authority to deal with the problem.
7. evaluate the impact of increased regulatory activity:
 - a. inflation of costs to consumer
 - b. encourage inefficiency to some sectors of the economy
 - c. stifling of innovations

skills

IV. International Economics

A. Comparative Economics: Strengths and Weaknesses

1. state principles and purposes basic to comparative studies (evaluate and defend own system).
2. identify similarities and differences in economic systems, using appropriate data and economic terms.
3. state the frame of reference that economists use to compare economic systems (goals, equity).
4. compare strengths and weaknesses of the major economic systems citing specific examples.
5. list basic beliefs or principles which distinguish capitalism as an economic system (private property, profit, competition, etc.).
6. identify legal institutions distributing formal economic roles among government and non-government sectors of the economy (corporations, banks).
7. discuss relative influences on socio-economic organization from custom, command, and market exchange in capitalistic economies under study.
8. describe cultural settings associated with the development of capitalistic beliefs, legal institutions, or economic practices.

capitalism

9. list major contributors and their works associated with the development of capitalistic beliefs, legal institutions, or economic practices.
10. list historic events associated with the development of capitalistic beliefs, legal institutions, or economic practices.
11. distinguish ways that contemporary structures and operations of capitalistic economies differ from their historic or theoretical "blueprints."
- democratic socialism 12. list the principal beliefs distinguishing democratic socialism as an economic system (change by evolution, basically democratic government, etc.).
13. identify legal institutions distributing economic roles among government and non-government sectors of a socialist democracy (Prime Minister, Parliament, nationalized industries.).
14. discuss relative influences on socio-economic organization from custom, command, and market exchange in social democracies.
15. distinguish ways in which contemporary structures and operations of democratic socialist economies differ from their historical or theoretical "blueprints."
- Marxian socialism 16. list assumptions or premises distinguishing Marxist socialism as an economic system.
17. identify legal institutions distributing formal economic roles among governmental and non-governmental sectors (communist party, government).
18. discuss relative influences on socio-economic organization from custom, command, and market exchange in Marxist socialistic economies.
19. describe the cultural setting associated with the development of Marxian socialist beliefs.
20. list major contributors and their works associated with the development of Marxian socialist beliefs.
21. list historic events associated with the development of Marxian socialist beliefs.
22. distinguish ways that contemporary structures and operations of Marxian socialist economies differ from their historic or theoretical "blueprints."
- mixed economies 23. state distinguishing characteristics of mixed economies.
24. compare different mixed economies and their problems.
- Third World 25. list distinguishing characteristics of Third World economies.
- economies 26. discuss some of the common economic problems and concerns of Third World areas.
27. explain that economic growth is particularly important to the developing nations which need to increase productivity to raise living standards.

28. explain ways in which international investment and technology transfers are two important processes for promoting the growth of nations. (These may be transmitted from country to country either through private channels or through public channels.)
29. explain how inflation and recession are also international phenomena transmitted from country to country by changes in incomes, prices, international trade, and capital movements.

B. International Trade

transactions

1. discuss arguments by various schools of economics about the unsettled issue of free trade vs. economic protection.
2. discuss motives or incentives for autonomous international financial transactions based upon national monetary policies.
3. discuss profit incentives for private investors and speculators on national interest rate differentials.
4. explain that the principle of comparative advantage operates when countries specializing in producing certain goods and services can produce most efficiently.

exchange rates

5. discuss ways that basic supply-demand price principles apply to international currency exchanges and exchange rates.
6. explain that the value of a nation's currency is often measured/expressed in terms of other national currencies, as a rate of exchange (par value), distinguishing between pegged (or fixed) and floating currency exchange rates.

7. discuss purposes for which individuals, business firms, commercial banks and central banks purchase foreign currency.
8. explain ways that the price of the dollar relative to other currencies is affected by or determined by the balance of U.S. trade with other nations and the world demand for dollars.

9. explain ways that the price of the dollar relative to other currencies is affected by or determined by the activity of international gold markets and other international financial markets.

10. explain ways that the price of the dollar relative to other currencies is affected by or determined by federal monetary policies, both domestic and international.

financial system

11. explain the roles of the organizational elements of the international financial system, including private or commercial banks, national or central banks, international banking and monetary agencies such as IMF, World Bank, etc.
12. discuss the origin, functions, duties and services of the IMF, World Bank, European Common Market, OPEC.

balance of payments

13. differentiate between balance of trade and balance of payments.
14. explain that balance of payment accounts record flow of money and goods between countries.
15. discuss ways to equalize credits and debits to produce a balance of payments. (quotas, tariffs, exchange controls, devaluation of money).
16. discuss the current state of American balance of payments, with reasons for the problem and effect on American domestic economy.

skills

17. list items for which a nation enjoys "absolute advantage" and "comparative advantage" using reference materials.
18. use a world map and label the economic systems.
19. locate on a world map areas representing economic systems.

CONSUMER ECONOMICS

- I. Introduction
- II. Earnings
- III. Taxes
- IV. Consumerism
- V. Credit
- VI. Budgets
- VII. Housing
- VIII. Savings and Investments
- IX. Insurance and Retirement

CONSUMER ECONOMICS

The student will be able to:

I. Introduction

1. list the three roles the individual plays in economic life: worker, consumer, citizen.
2. describe the major roles of the individual in the market system (as workers, to earn income; as consumers, to purchase goods and services; and borrowers, to supplement their buying power through use of consumer credit; as savers, to enhance their future buying potential; and as investors, to increase future income).
3. explain the importance to one's personal opportunities and well-being of the interaction of his/her economic choices and behavior with the general social-political-economic environment.
4. explain ways in which markets differ in the degree of information, mobility and freedom that individuals have in the marketplace.
5. recognize that governments have enacted laws and private organizations have formed to provide more and better consumer information and protection.

II. Earnings

1. list three major sources of personal income including payment for work, income from the ownership of property, and transfer payments (social security, public assistance veteran's benefits).
2. identify available public and private community resources associated with income services (those which can aid the person in securing and supplementing income and obtaining material satisfactions when necessary or desirable). relating how these resources affect the economy and benefit citizens.
3. explain that the number of workers in a certain job or profession is determined by the choices of individuals as they come into the job market and the market demand for the product of these jobholders.
4. state that the number in the job market and the demand for the jobholders in combination set the wage.
5. explain why, as workers improve in their skills, their wages generally increase.
6. recognize that the relationship between earnings and education show that people with more schooling generally have higher incomes.

7. explain that the interaction between supply and demand in the marketplace determines both the price of the product and the income at which a person will work (the expense to the business firm is the income to the employees).
8. list the kinds and amount of benefits or coverage he/she receives from paycheck deductions.
9. discuss principles and functions of retirement plans and funds, social security, and unemployment funds.
10. explain how economic growth occurs through specialization.
11. recognize that the aggregate result of consumer spending determines a major part of the composition of the nation's GNP and influences prices of goods and services.

III. Taxes

1. list kinds of taxes paid directly by individuals as income-earners, property owners, consumers, etc.
2. discuss the roles of various governmental branches and agencies in tax operations affecting family or personal income, property, or purchases.
3. recognize and organize types of receipts, accounts, and other records and documents which individuals and families should keep for purposes of budgeting, preparing and/or documenting tax payments.
4. determine whether using a standard deduction or itemizing deductions saves money for the individual.
5. determine whether filing separate returns or a joint return saves money for a married couple.
6. prepare a personal income tax return, both federal and state.
7. list sources of current and accurate information and counseling about tax laws, forms, procedures, etc. regarding personal or household tax problems.
8. calculate the property tax on a given property, using assessed value and assigned millage.

IV. Consumerism

1. explain "gross" and "net" incomes, listing deductions commonly made.
2. distinguish between fixed income, fixed expenses, and disposable income.
3. relate economic or employment trends to his/her projected income and personal income needs.
4. explain differences between durable and nondurable goods.
5. demonstrate the use of the decision-making process to meet personal wants and needs by means of comparing and differentiating among participating roles in the market system.

6. identify the major component parts of individual influences which affect consumer decision-making, and analyze how these can be used to alter current consumer behavior.
7. identify the major component parts of human resources which affect consumer decision-making, and analyze how these can be used to alter current consumer behavior.
8. identify the major component parts of material resources to meet goals in a responsible and legal manner (as a result of understanding how human and material resources affect consumer behavior).
9. demonstrate that a person can use current resources to meet goals in a responsible and legal manner (as a result of understanding how human and material resources affect consumer behavior).
10. identify the positive and negative effects of big business on consumer decisions.
11. trace the development of big business and the resulting economic efficiency of mass production.
12. explain the influence of advertising on the sale of goods and services, and recognize deceptive and fraudulent advertising.
13. discuss ways to avoid impulse buying, to make planned purchases, and to recognize and evaluate "bargains."
14. recognize the implications of ones own consumer decisions as a result of identifying and understanding the influences which affect these decisions.
15. identify the major component parts of group influences which affect consumer decision-making, and analyze how these can be used to alter current consumer behavior.
16. identify the economic goals of society and relate them to current economic affairs and problems and to ones own lives and personal goals.
17. explain the function and operation of "buyer protection" devices: warranties, guarantees, etc. - and agencies which are designed to protect and aid the buyer (both public and private agencies).
18. identify, evaluate and determine the extent of his/her participation in consumer cooperatives, recognizing cooperatives' strengths and weaknesses.
19. apply and analyze available resource information to judge safety of goods and services purchased.
20. locate specific information using the Annual Buying Guide etc.
21. use The Annual Buying Guide of the Consumer's Report to find specific requested information.
22. recognize the services available from the Better Business Bureau.
23. identify his/her role as an individual consumer, recognizing the impact of decisions in the marketplace.
24. recognize his/her role as a producing member of the community.
25. compare both goods and services in order to make informed choices reflecting needs and wants.
26. identify proper sources for filing complaints and suggestions of consumer interest.
27. demonstrate proper procedures for filing proper complaints.

28. identify standard qualities of goods and services that are safe.
29. analyze information available from agencies, businesses, and mass media, and utilize relevant information when making consumer decisions.

V. Credit

1. list agencies supplying financing (credit) for investment and consumer purchases.
2. list advantages and disadvantages of different types of loans or credit plans for particular types of purchases and borrower-buyers.
3. discuss ways to establish and maintain personal credit worthiness.
4. discuss ways that consumer credit applications are conventionally processed for approval or denial, and ways in which credit records are compiled, recorded and used.
5. discuss procedures and agencies involved in collection of consumer debts, enforcement of credit contracts, etc. (reposessions, garnishments, court suits).
6. list sources of aid to the consumer with credit problems.
7. distinguish between refinancing and debt consolidation.
8. discuss the nature and functions of bankruptcy provisions and procedures.
9. recognize the personal uses of money, banking and credit as they relate to economic activity and growth.
10. distinguish among four different types of consumer credit and the characteristics of each (charge accounts, service, personal loan, installment accounts).
11. explain what credit is not: a way to beat the budget, unlimited, or without cost.
12. discuss how to establish a good credit rating.
13. explain when to use credit.
14. list the basic credit grantors and compare the costs from each.
15. calculate the amount saved when paying a credit obligation early (by using the 78th method of rebate).
16. complete (fill out) standard forms for credit and loan applications.
17. interpret a charge account statement and credit contracts or finance statements.

VI. Budgets

1. explain conventional methods of preparing a budget and keeping personal records for planning, maintaining and revising personal and family budgets.
2. compare budget forms and select the form most suitable for ones personal needs.
3. discuss variables (value judgments, habits, etc.) among individuals and families which influence budgeting.

4. prepare a flexible plan for spending and saving (budgeting) which includes a strategy for allocating funds among the individual consumer choices which include food, clothing, housing and furnishings, and services.
5. prepare flexible plans for spending and saving (budgeting) a strategy for allocating funds among collective consumer choices including insurance, health, retirement, leisure, and transportation.
6. explain the use of credit in planning a budget.
7. prepare a personalized budget plan in accordance with his/her recognized goals, values, and resources.
8. demonstrate the proper method of writing checks and reconciling a bank statement.
9. list basic steps to budgeting money.
10. prepare statements of net worth, income, and expense.
11. prepare an individual budget for one year, reflecting a future income and family.

VII. Housing

1. list advantages of different types of housing: apartments, condominiums, single-family dwellings, and mobile homes.
2. define: mortgage, lease and sub-lease, deed, amortize, closing costs.
3. calculate the first year costs of owning a house.
4. describe the types of home insurance: standard, broad, comprehensive and tenant.

VIII. Savings and Investments

1. define "personal saving" as that part of income left over after consumer spending.
2. state that the amount a person saves is influenced by the total amount of his income, his reserves and his inclination to save.
3. recognize that the largest part of the nation's saving is done by business firms in the form of retained profits and depreciation allowances.
4. state that an individual's savings can either be hoarded or put to use as financial investments that earn interest or dividends.
5. list the services which banks provide for personal financial management.
6. describe features of major types of bank accounts.
7. list distinguishing features among major types of commercial banks.
8. describe procedures for opening and managing personal checking and savings accounts.
9. list requirements for the chartering of banks by state or federal government.
10. discuss laws regulating depositor-bank relations or transactions in Ohio.
11. describe roles of commercial banks in financing credit-card accounts, time-payments contracts, or other credit transactions between consumers and sellers of real goods or services.

12. list common types of family investment.
13. list advantages of different types of investments: house, savings account, certificates of deposit, life insurance, annuities (IRA, etc.), stocks and bonds.
14. list disadvantages of different types of investments: house, savings account, certificates of deposit, life insurance, annuities, stocks and bonds.
15. define "real investment" as spending money to purchase capital goods that can be used in further production, such as buildings, equipment and additions to inventories.
16. define "financial investment" as spending to purchase stocks and bonds (an exchange of savings for another asset).
17. define "human investment" as investing in human capital through education.
18. discuss ways to invest in corporate securities (stocks and bonds).
19. list sources, uses, and costs of investment counseling.
20. describe investor risks, rights, liabilities, etc., distinguishing specific types of investments (stocks, bonds, savings, etc.).
21. interpret the stock market reports of a newspaper.
22. distinguish between "investment" and "speculation."
23. identify the flow and interactions of personal and collective savings and investments that stimulate and promote economic activity and growth.

IX. Insurance and Retirement

1. explain the basic principle of insurance as sharing the risk.
2. discuss ways in which insurance is financed, priced, sold and regulated.
3. discuss criteria for the selection of savings, investments and insurance plans to meet short-term goals and needs.
4. discuss criteria for the selection of savings, investments and insurance plans to meet the long-term goals and needs.
5. discuss principles and functions of insurance and of various types of insurance, including advantages and disadvantages for people of various circumstances.
6. explain the best uses of each type of life insurance.
7. describe types of health insurance: hospital, surgical, general medical, major medical, loss of income.

APPENDIX A

Section 3313.60 Ohio Revised Code, boards of education of county, exempted village, and city school districts shall prescribe a graded course of study for all schools under their control subject to the approval of the state board of education. In such graded courses of study there shall be included the study of the following subjects:

SOCIAL STUDIES:

- (A) Geography, the history of the United States and of Ohio, and national, state, and local government in the United States, including a balanced presentation of the relevant contributions to society of men and women of African, Mexican, Puerto Rican, and American Indian descent as well as other ethnic and racial groups in Ohio and the United States.
- (B) Every school shall include in the requirements for promotion from the eighth grade to the ninth grade one year's course of study of American History.
- (C) Every high school shall include in the requirement for graduation from any curriculum one unit of American history and government, including a study of the constitutions of the United States and of Ohio.
- (D) Basic instruction in geography, United States history, the government of the United States, the government of the State of Ohio, local government in Ohio, the Declaration of Independence, the United States Constitution, and the Constitution of the State of Ohio shall be required before pupils may participate in courses involving the study of social problems, economics, foreign affairs, United Nations, world government, socialism and communism.
- (E) The minimum standards for Ohio elementary, junior high, and high schools also establish requirements regarding subjects to be taught. The standards should serve as a guide for determining, at minimum, those subject areas for which a graded course of study should be prescribed.
- (F) Separate courses of study should be developed for "interdisciplinary" areas of study, that is, those which cross traditional subject boundaries.
- (G) All subjects or subject areas must be covered by a graded course of study.

APPENDIX B

SKILLS IN SOCIAL STUDIES EDUCATION

[illegible]

* Indicates point of initiation -- This chart made with "average" classroom groups in mind.

SKILLS IN INTER-
PERSONAL RELA-
TIONS AND GROUP
PARTICIPATION
(continued)

- * Withholding Judgment Until Facts Are Known.....
- * Observing Actions of Others.....
- * Developing Courteous Behavior.....
- * Learning How To Disagree.....
- * Giving Constructive Criticism.....
- * Finding Ways to Include Newcomers.....
- * Introducing People.....
- * Inviting People.....
- * Planning and Contributing Ideas.....
- * Dividing Responsibilities.....
- * Keeping to the Task.....
- * Showing Appreciation of Other's Efforts.....
- * Making Choices and Decisions.....
 - * Handling Interruptions.....
 - * Suggesting Alternatives.....
 - * Anticipating Consequence of Group Discussion or Action.....
 - * Defending a Report.....
 - * Suggesting Means of Group Evaluation.....
 - * Following Parliamentary Procedure.....

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SPECIFIC MAP AND
GLOBE SKILLS

- * Orienting One's Direction.....
- * Learning to Make Map Plans.....
- * Devising Symbols for Maps and Globes.....
- * Interpreting Flat Maps.....
 - * Learning Names of Cardinal Directions
 - * Becoming Familiar with Map Symbols.....
 - * Interpreting Map Symbols.....
 - * Interpreting Political Maps.....
 - * Interpreting Product Maps.....
 - * Locating Places on Maps and Globes.....
 - * Tracing Routes.....
 - * Interpreting Topographic Features.....
 - * Interpreting Scale of Miles.....
 - * Interpreting Weather Maps.....
 - * Using Parallels and Meridians.....
 - * Interpreting Road Maps-Town-State.....
 - * Interpreting Outer Space Maps.....

* Indicates point of initiation -- This chart made with "average" classroom groups in mind.

	K	1	2	3	4	5	6	7	8	9	10	11	12
(B) Organizing Ideas (con't)					*	Distinguishing Main Points.....							
					*	Placing Events in Sequence.....							
					*	Defining and Introducing a Topic.....							
					*	Using Topic Sentences.....							
					*	Checking Meaning of Vocabulary.....							
					*	Presenting Conflicting Views and Statements....							
					*	Skimming and Summarizing Materials.....							
						* Making Bibliographies.....							
						* Making Footnotes.....							
(C) Reaching a Constructive Compromise		*	Seeing Rights As A Majority Rule Principle.....										
			* Seeing Cause and Effect Relationships.....										
			* Comparing Problems with Previous Experiences.....										
				* Recognizing What Inferences May be Made.....									
				* Suggesting Solutions.....									
					*	Discovering Compromise that Enables Progress Without Destroying Basic Rights and Institutions.....							

* Indicates point of initiation -- This chart made with "average" classroom groups in mind.